



PRIMARY 1
DISCOVER

TERM 1

2018/2019

FOREWORD

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system starting in September 2018 with KG1, KG2 and Primary 1 continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine.

MOETE is very proud to present this new series of textbooks, Discover, with the accompanying digital learning materials that captures its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own "Center for Curriculum and Instructional Materials Development" (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to "Discovery Education," "Nahdet Masr," "Longman Egypt," UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counselors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the ministries of higher education & scientific research, Culture, and Youth & Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developing countries and to ensure a great future to all of its citizens.

WORDS FROM THE MINISTER OF EDUCATION & TECHNICAL EDUCATION

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

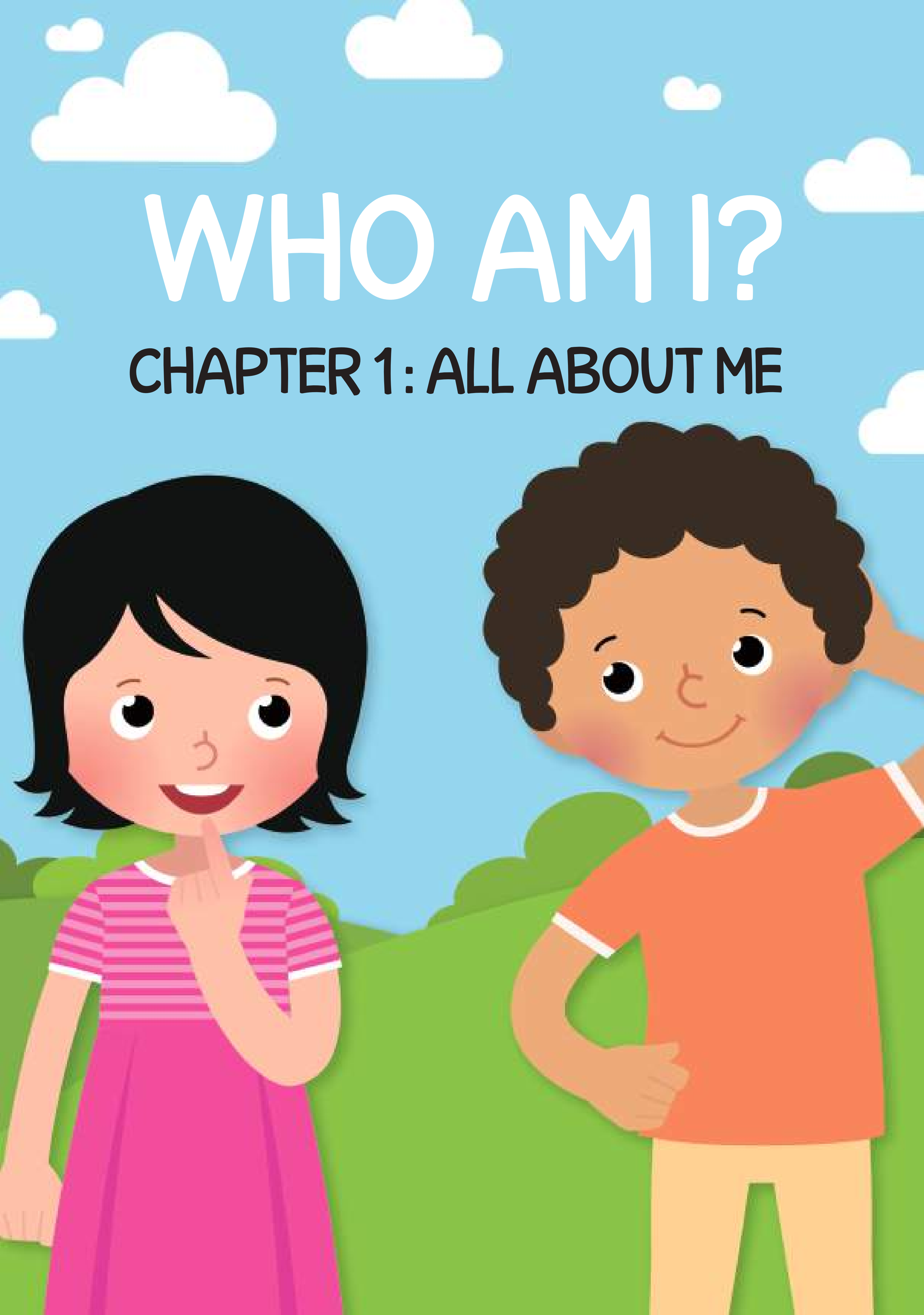
My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

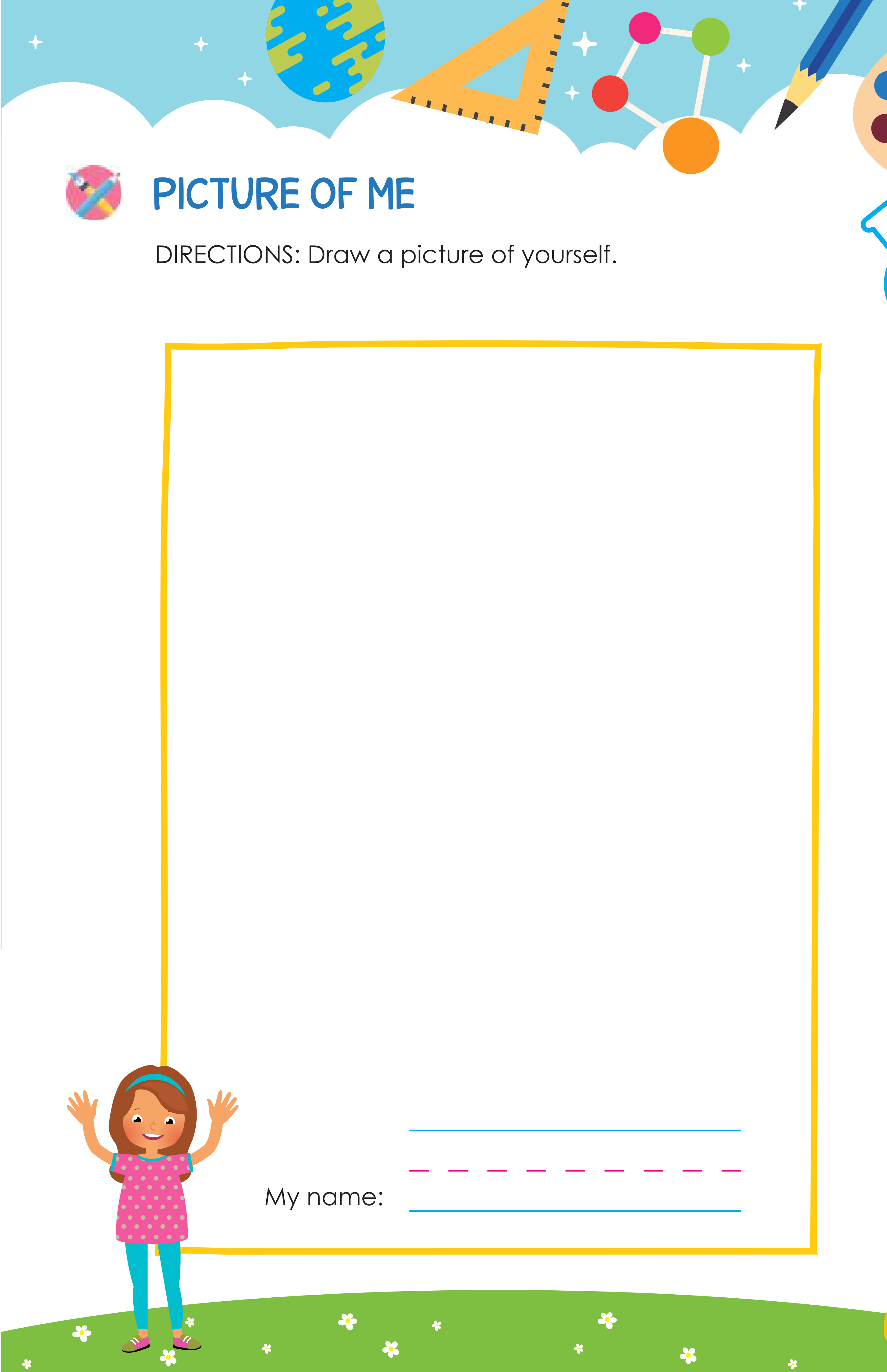
Dr. Tarek Galal Shawki
Minister of Education & Technical Education



NAME: --

CONTENTS

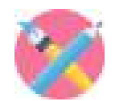

WHO AM I?
CHAPTER 1: ALL ABOUT ME



PICTURE OF ME

DIRECTIONS: Draw a picture of yourself.

My name: ______________________



SIGHT

DIRECTIONS: Draw an object you see in the room.
Try to write its name on the line below.

I see ____________________

A FAMILY AT THE PARK

DIRECTIONS: Circle the brother and sister.
Then finish coloring the picture.





MY FAMILY

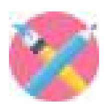
DIRECTIONS: Draw a picture of your family having fun.



EXTENDED FAMILY

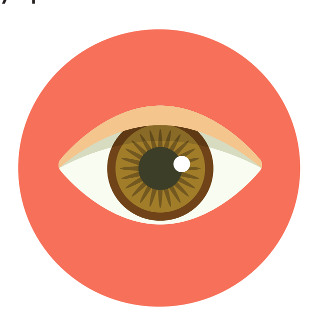
DIRECTIONS: Grandmother reads a book. Circle this.
Aunt Sara talks to mom. Circle this in a different color.
Nabil shows his cousin a new toy. Draw a box around this.





OUR FIVE SENSES

DIRECTIONS: Draw lines to match each sense with its helping body part.



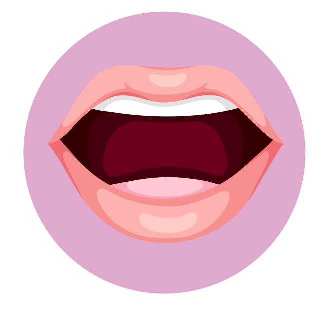
Sight



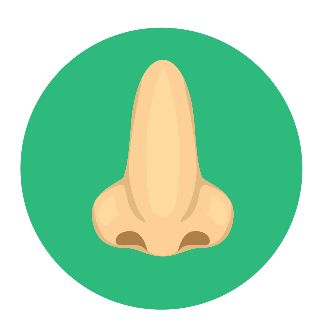
Hearing



Smell



Touch



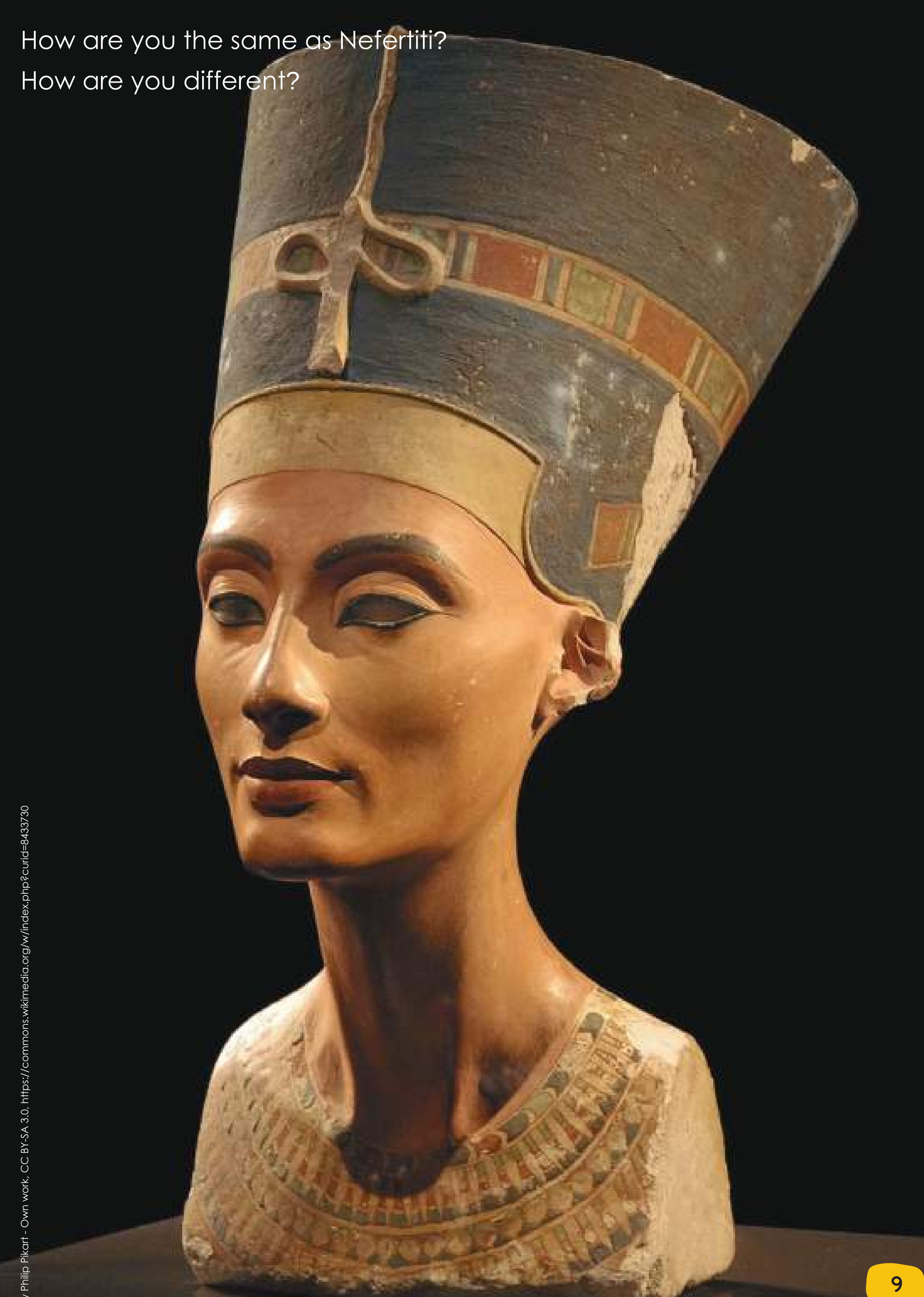
Taste



BUST OF NEFERTITI (1370-1330 BC)

How are you the same as Nefertiti?

How are you different?



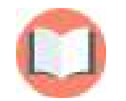
DR. MAGDI YACOUB

Directions: Answer these questions by yourself or with a partner.

What do you see in this portrait?

What colors do you see?

What parts of the face can you name?



INTRODUCTIONS



DIRECTIONS: Meet some new friends. How are they like you? How are they different?



Hi, my name is Karim.
I have short hair.
I wear glasses.

Hi, my name is Mona.
I am seven years old.
I like to wear braids.

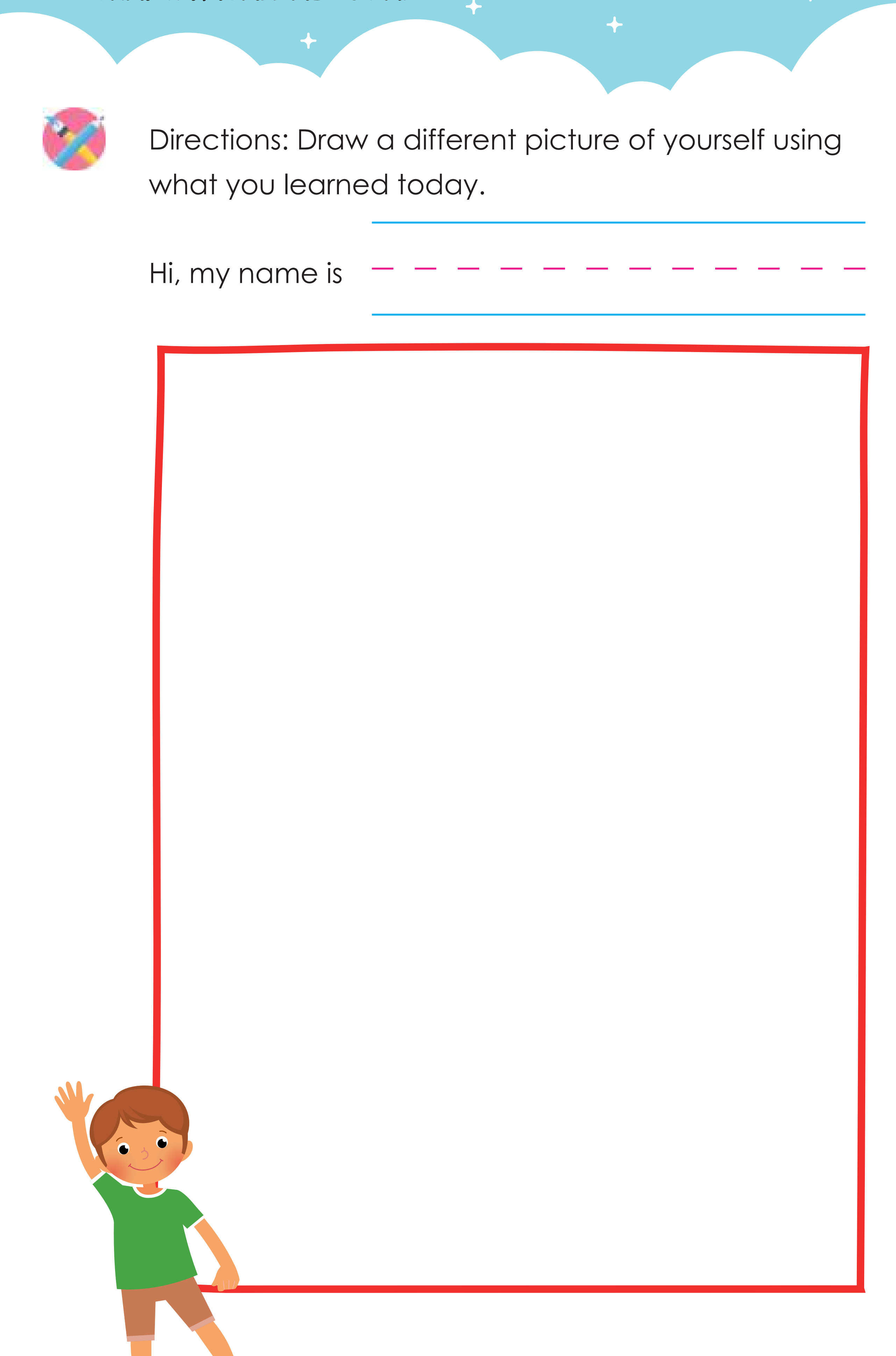




Hi, my name is Sherif.
I am eight years old.
My favorite shirt is orange.

Directions: Draw a different picture of yourself using what you learned today.

Hi, my name is ____________________



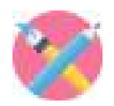
MORE INTRODUCTIONS

Hi, my name is Nadia.
I live in Egypt.
My family is from Aswan.
I like playing football.



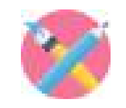
Hi, my name is Youssef.
I am ten years old.
I like to read.
I like to ride my bike.





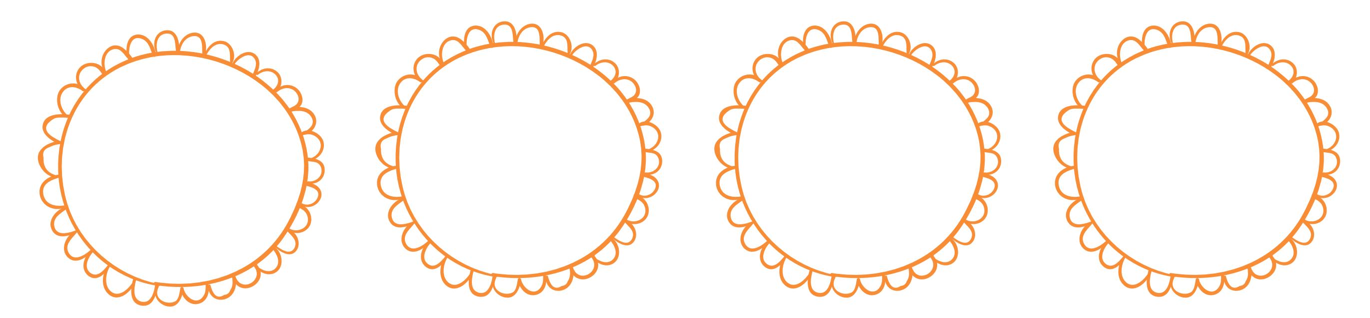
WHAT I LIKE

DIRECTIONS: Draw three of your favorite things.

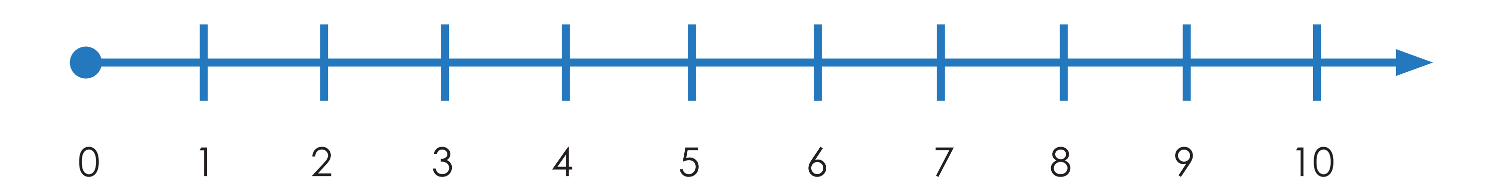


WATCHING ME GROW!

DIRECTIONS: Paste your three pictures in the circles below. Write the numbers 0 to 3 below.



DIRECTIONS: How old are you in each picture you brought from home? Circle the three ages on the number line.





MY PHOTO ALBUM

DIRECTIONS: Order your pictures from youngest (smallest number) to oldest (largest number).



ALL ABOUT ME

DIRECTIONS:

Draw a quick sketch or a word to answer questions about yourself.

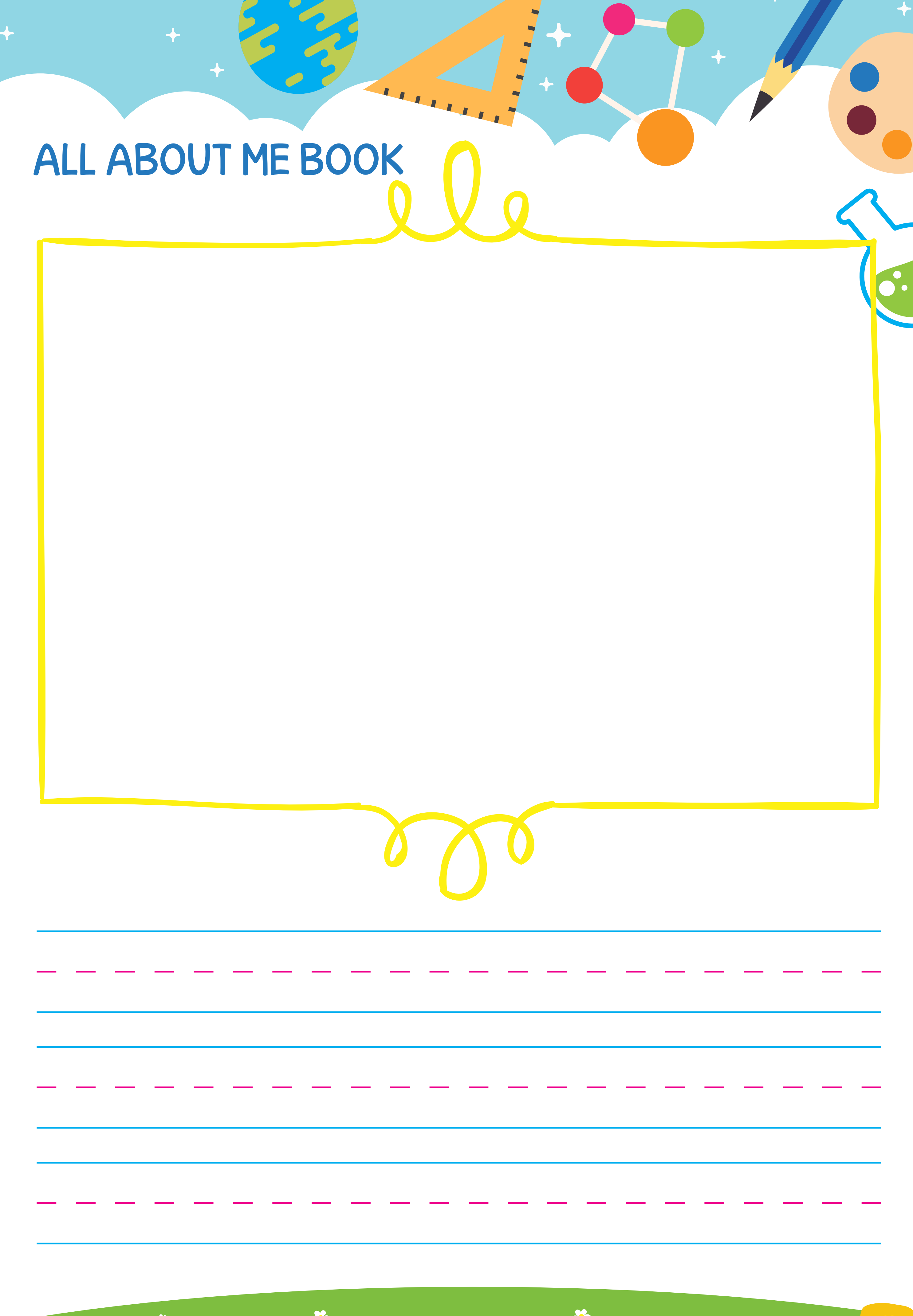


ALL ABOUT ME BOOK

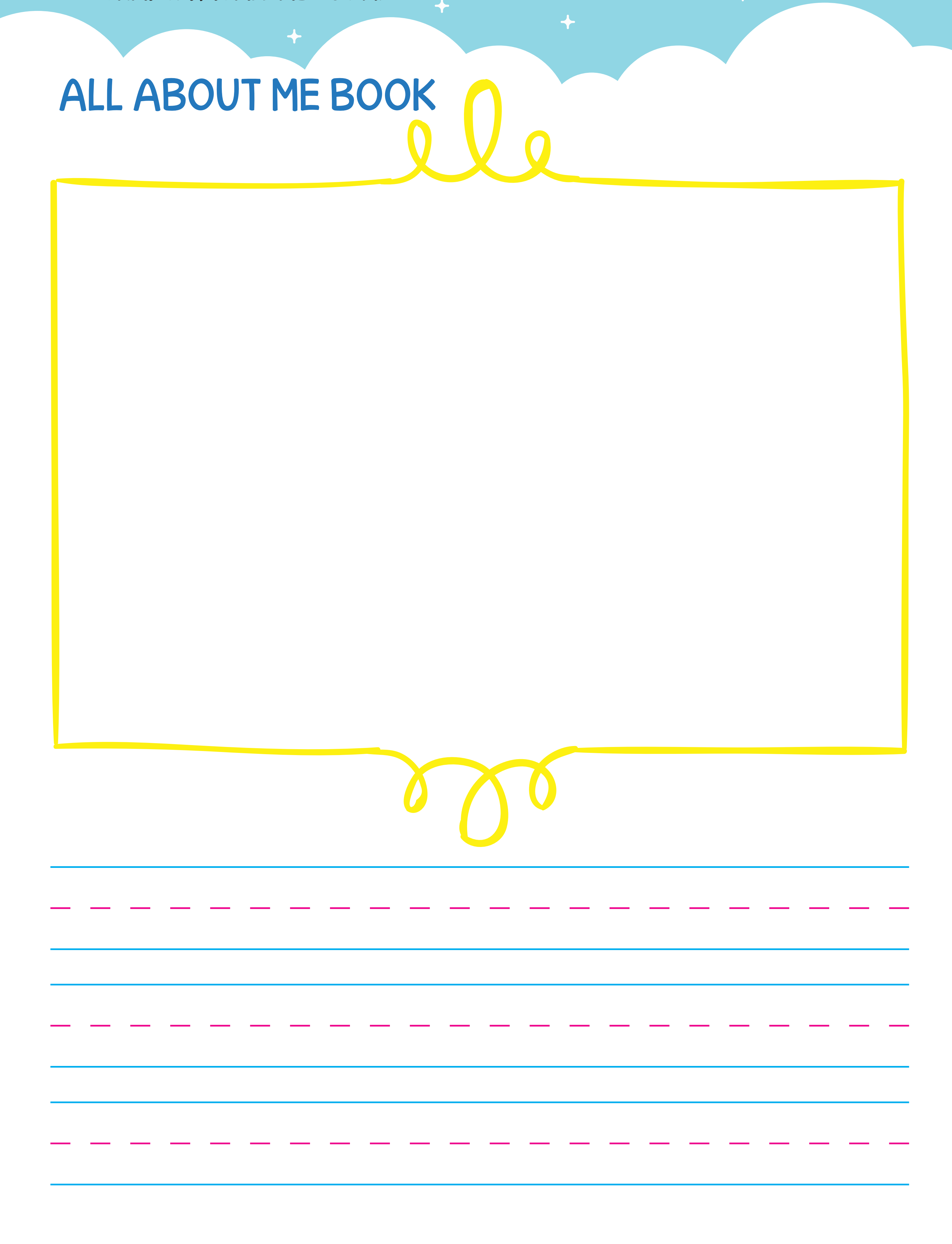
DIRECTIONS: Write your name as the title of your "All About Me" book.

ALL ABOUT ______________________

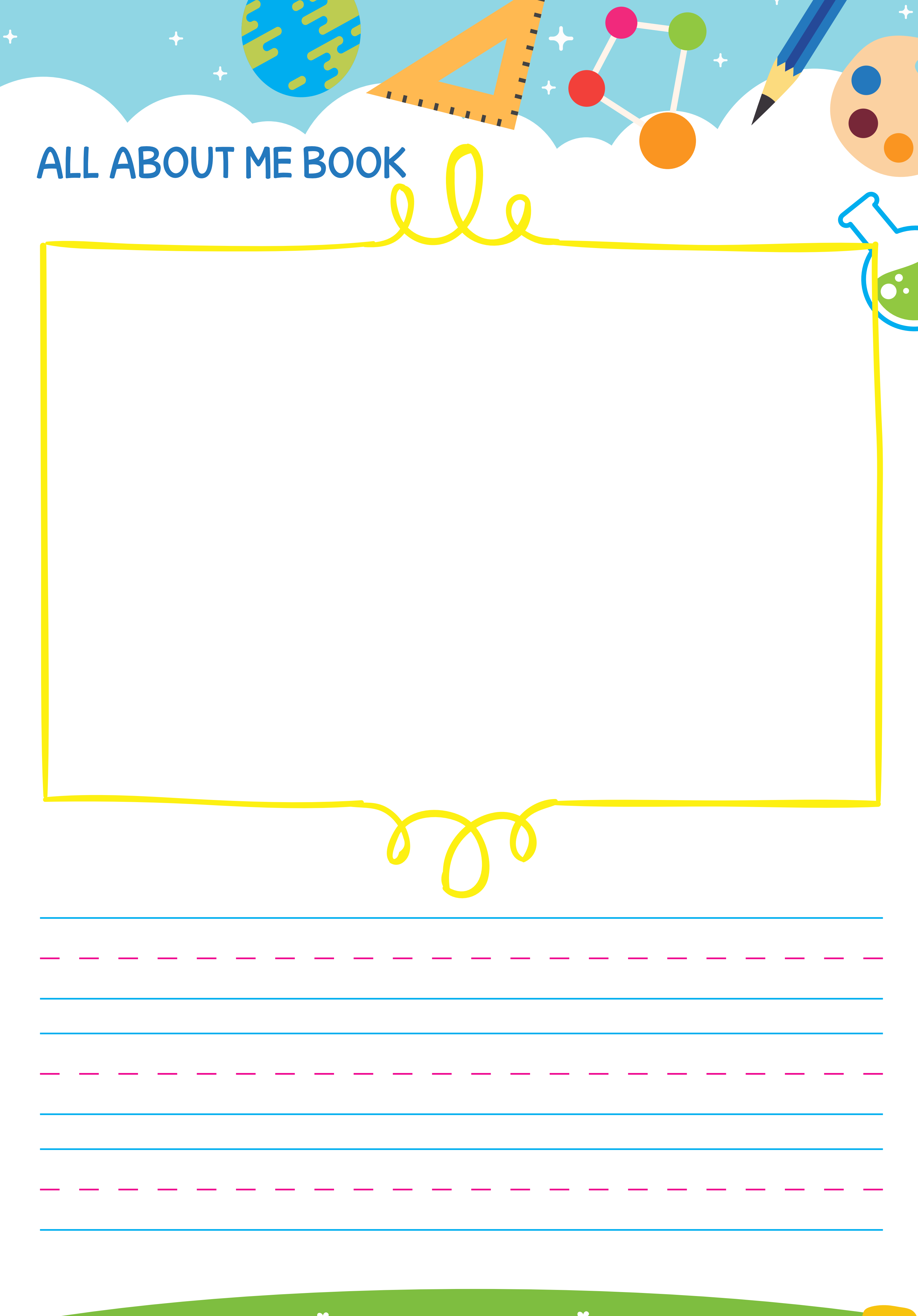
ALL ABOUT ME BOOK



ALL ABOUT ME BOOK



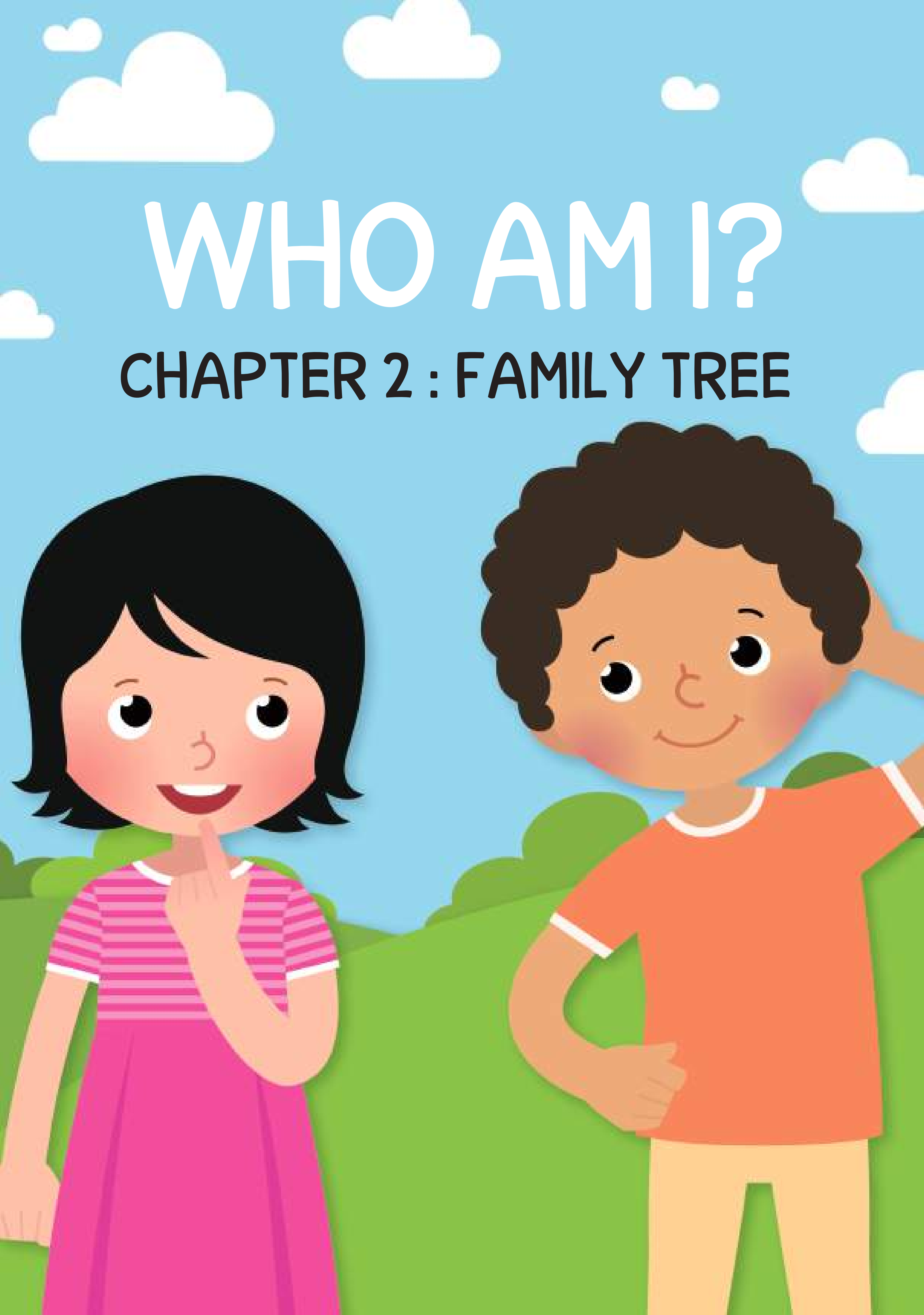
ALL ABOUT ME BOOK





MY FRIEND

DIRECTIONS: Draw one thing you liked about your friend.

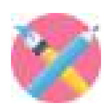

WHO AM I?
CHAPTER 2 : FAMILY TREE



FAMILIES CELEBRATE

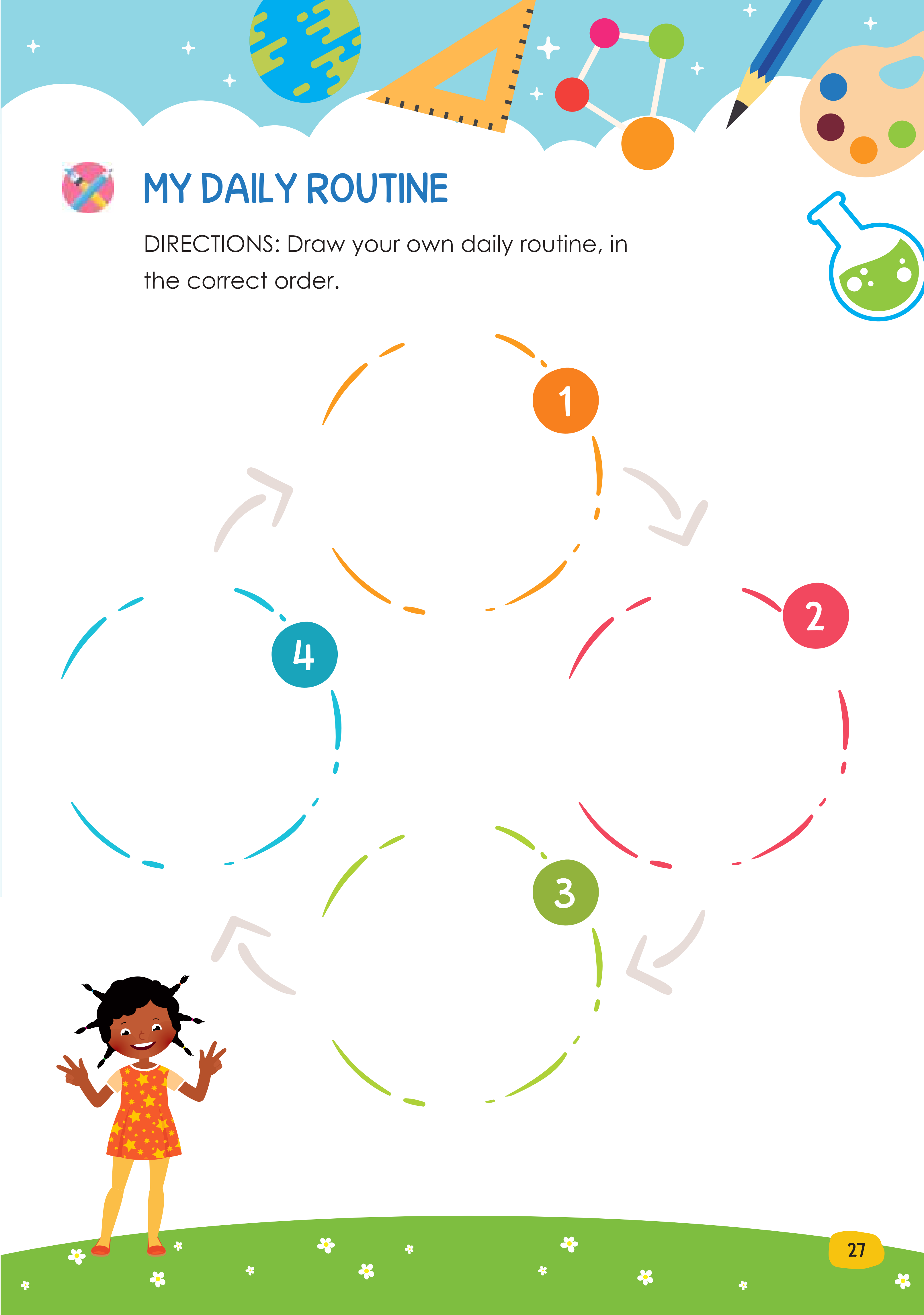
DIRECTIONS: Draw a picture to show how your family traditions are like that of another student.

______________________________ and I are alike.



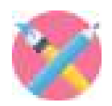
MIXED-UP ROUTINE

DIRECTIONS: These routines are not in the right order. Number the steps 1, 2, 3, 4 to show the correct order.



MY DAILY ROUTINE

DIRECTIONS: Draw your own daily routine, in the correct order.



ADULTS AND BABIES

DIRECTIONS: Match the adults to the babies.

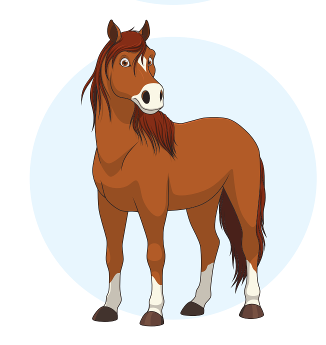








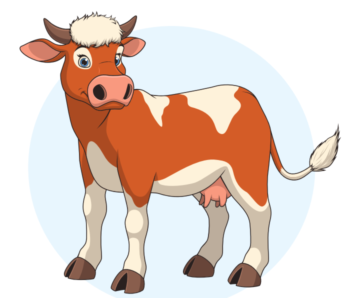


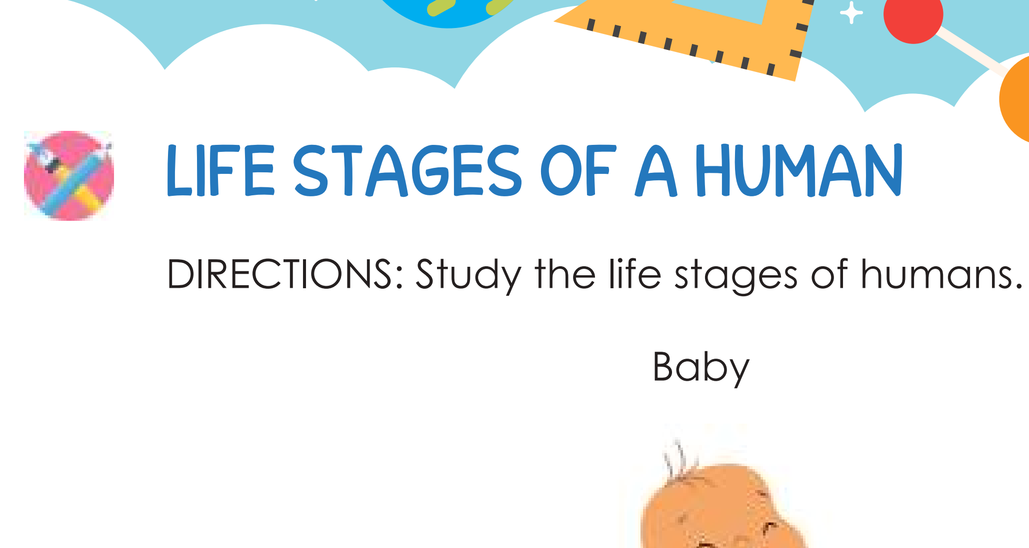












LIFE STAGES OF A HUMAN

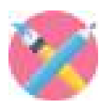
DIRECTIONS: Study the life stages of humans.

Baby

Child

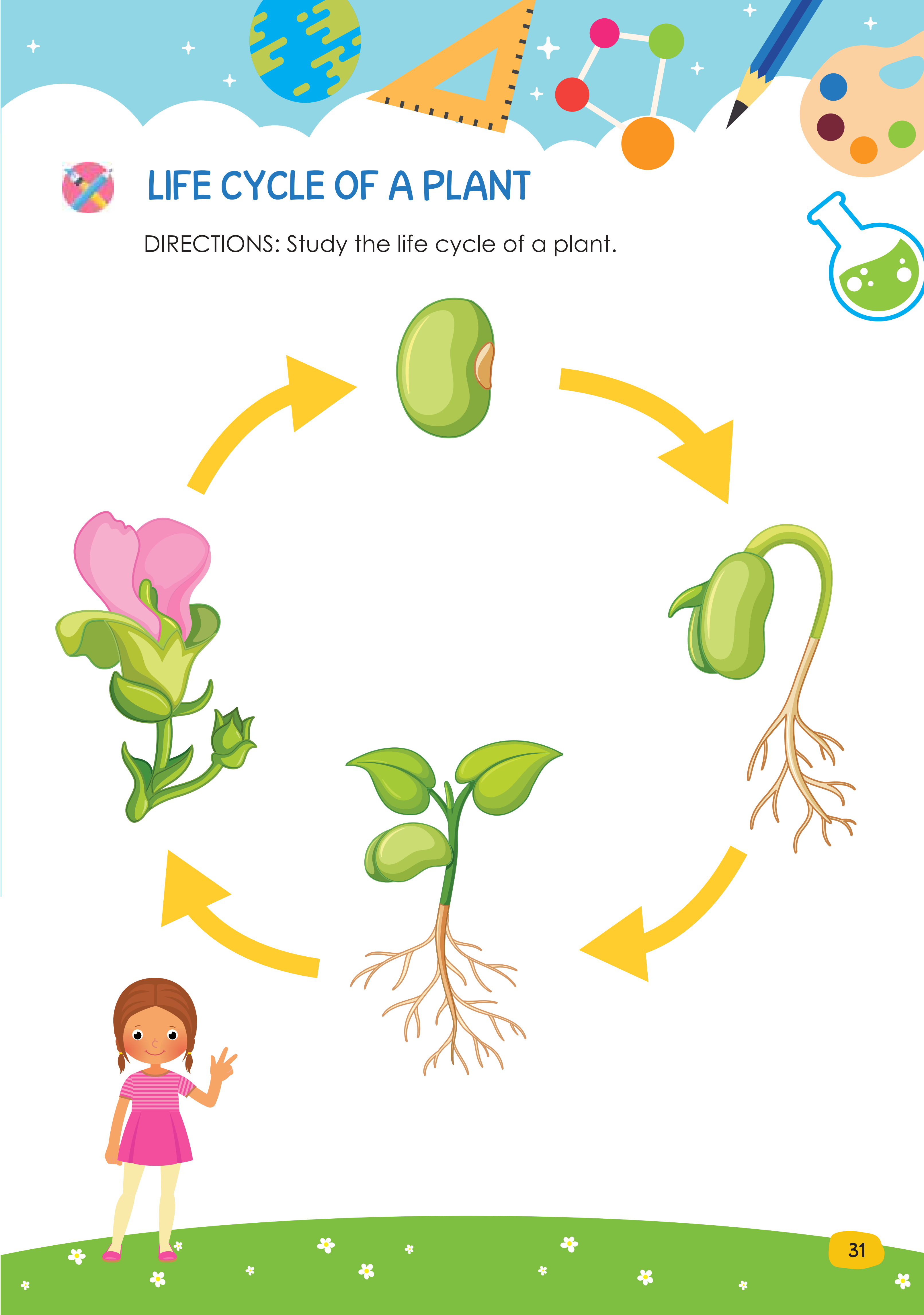
Teenager

Adult



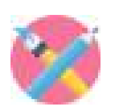
WHAT'S MISSING?

DIRECTIONS: Complete the life stages.



LIFE CYCLE OF A PLANT

DIRECTIONS: Study the life cycle of a plant.



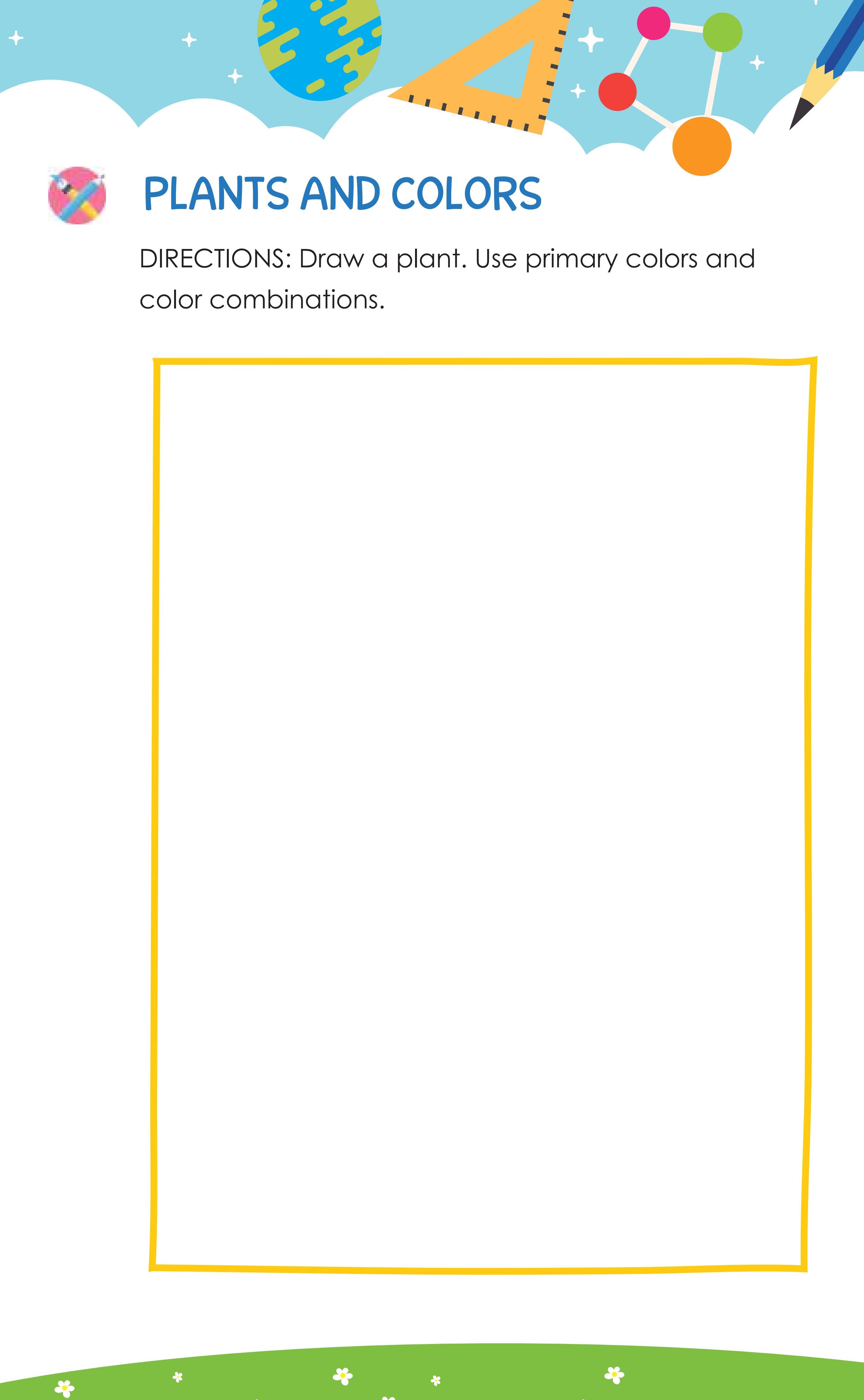
MIXING COLORS

DIRECTIONS: Use only primary colors to create different color combinations.

Red + Blue = ______

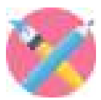
Blue + Yellow = ______

Red + Yellow = ______



PLANTS AND COLORS

DIRECTIONS: Draw a plant. Use primary colors and color combinations.



MY IMMEDIATE FAMILY

DIRECTIONS: Draw your immediate family.

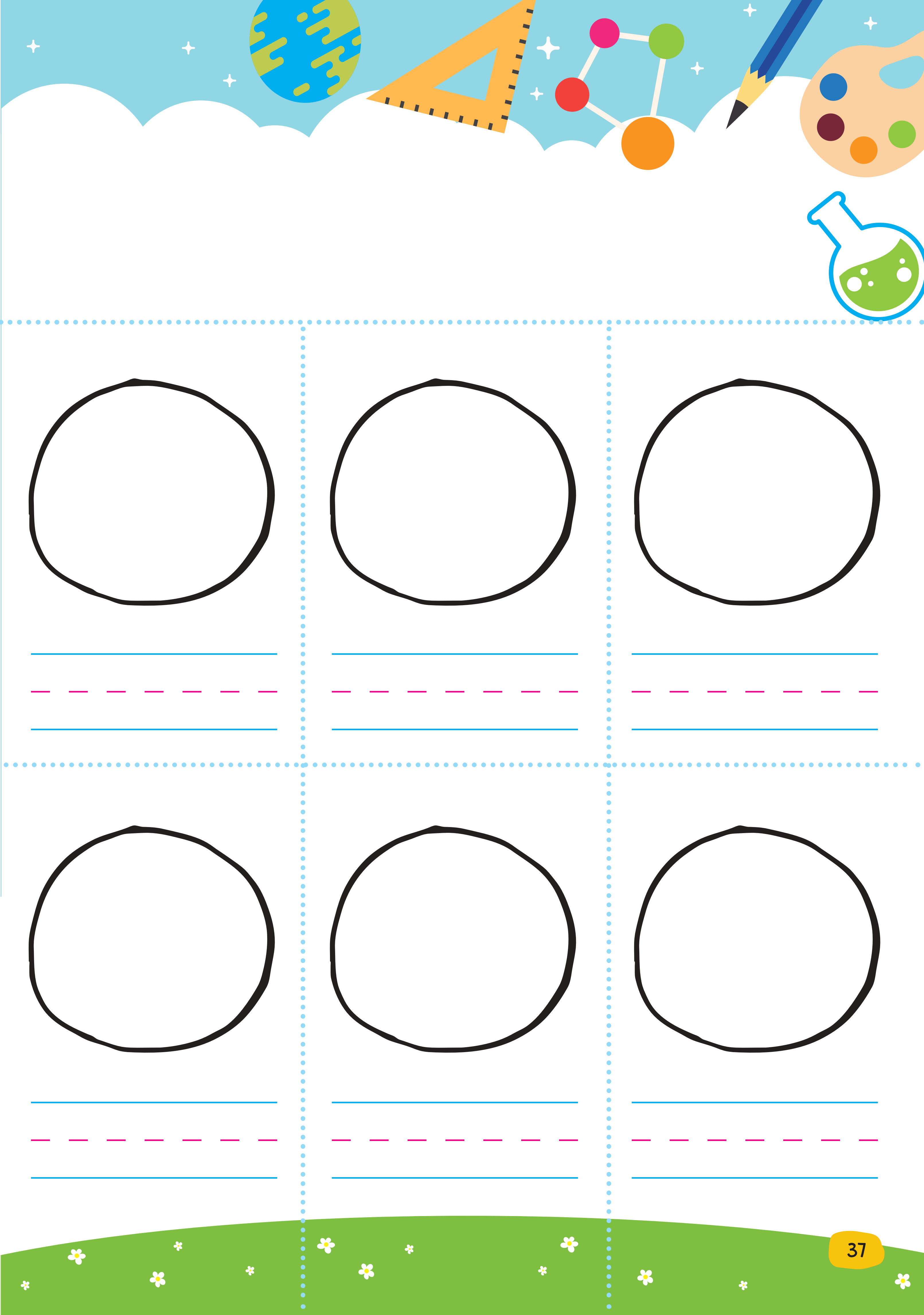


MEMBERS OF MY FAMILY



DIRECTIONS: In the spaces below, draw members of your immediate and extended family members. Write their names below.







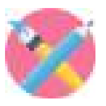
PRACTICE WRITING

Mother

Father

Brother

Sister



MY FAMILY TREE

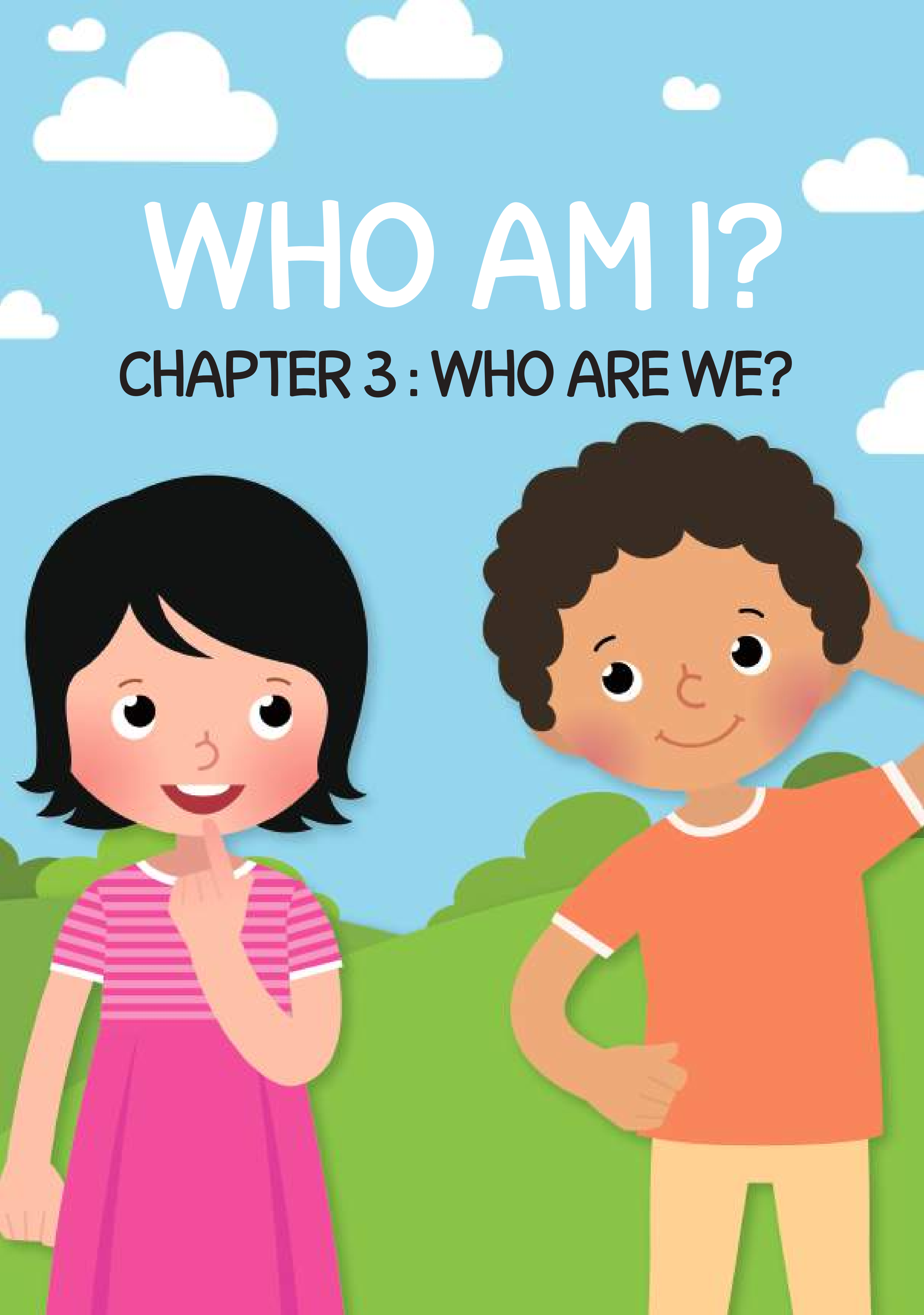
Brother or Sister 2

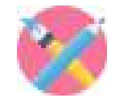
Mother

Me

Father

Brother or Sister 1


WHO AM I?
CHAPTER 3 : WHO ARE WE?



PICTURE GRAPHS



DIRECTIONS: Follow your teacher's directions on how to color the picture graph. Use the picture graph to answer the questions below.

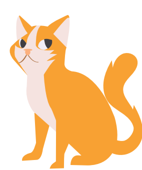
OUR PETS

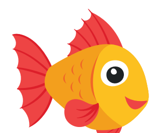
Birds	
Cats	
Fish	

Key: Each picture = 1 pet

Write the number for how many of each pet:

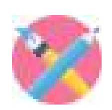
 ______

 ______

 ______

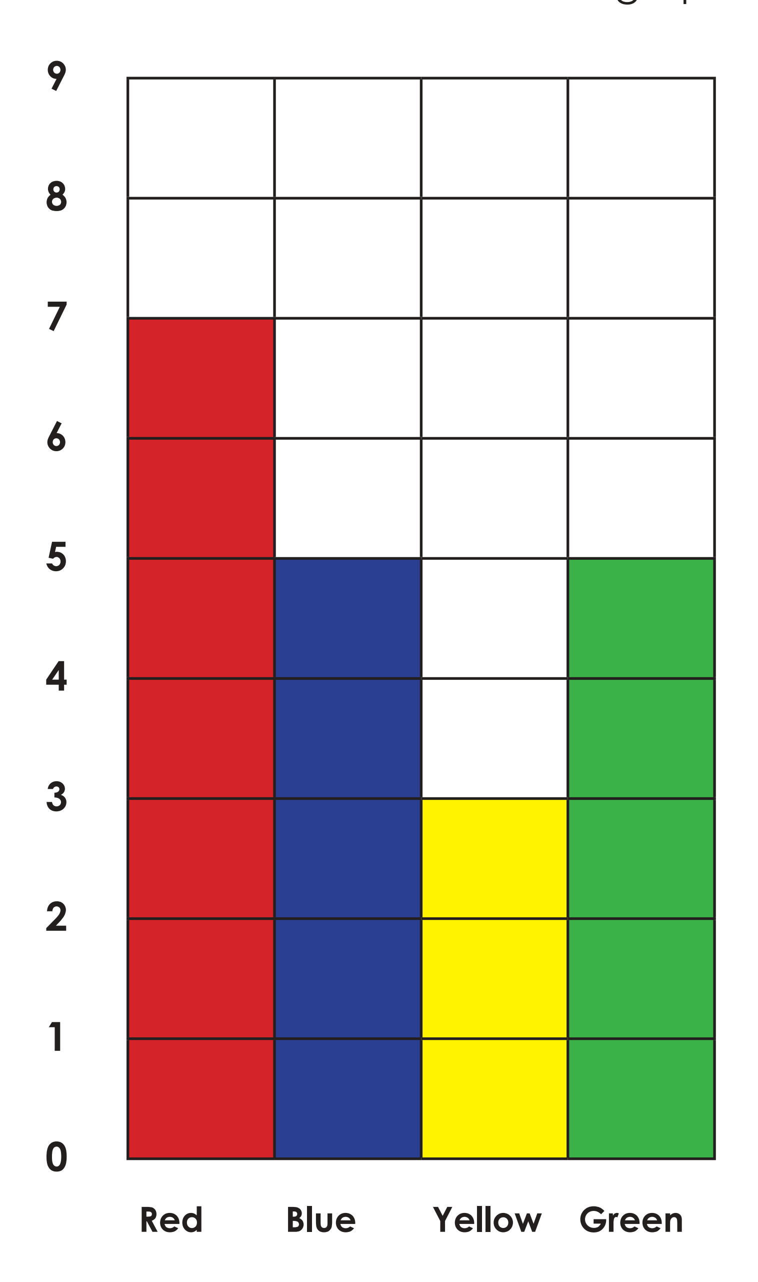
Draw the correct symbol.

The number of  is ______ than the number of 



BAR GRAPHS

DIRECTIONS: Use the bar graph to answer the questions below.



How many?

Red _ _ _ _

Blue _ _ _ _

Yellow _ _ _ _

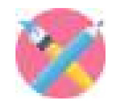
Green _ _ _ _

Draw the correct symbol.

Red is ______ blue.

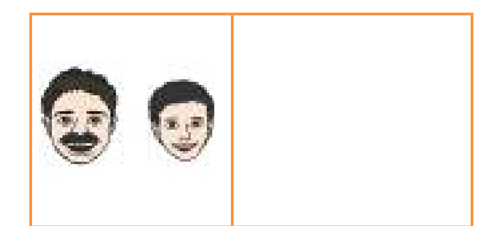
Circle the color that equals blue.

Blue = red yellow green

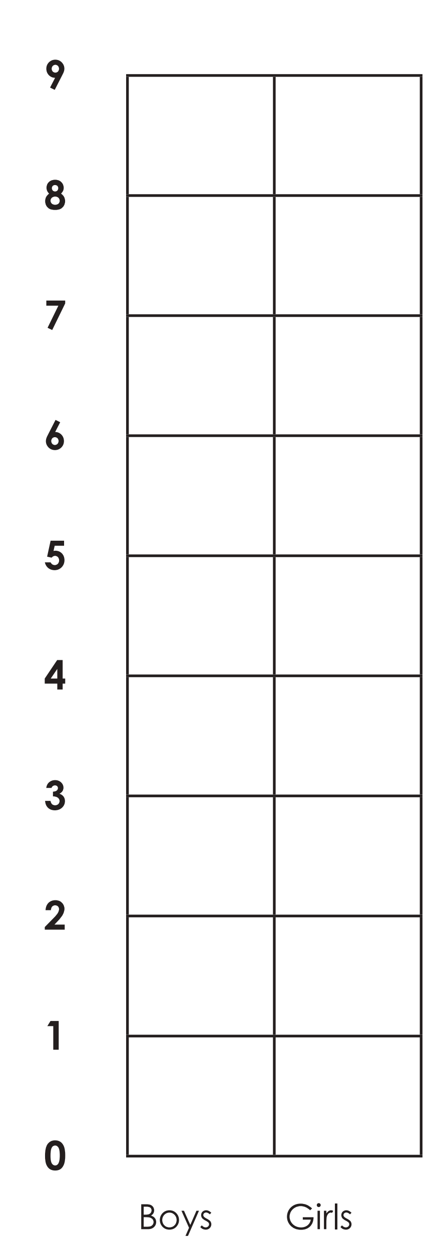


BOYS AND GIRLS IN MY FAMILY

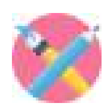
DIRECTIONS: Write the number of boys and girls that are in your family. Use that data to make a bar graph.







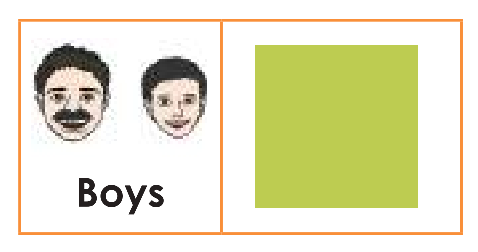


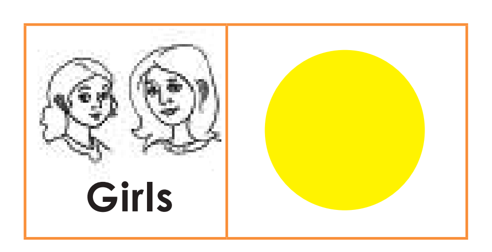


FAMILY PICTURE GRAPH

DIRECTIONS: Use a green square to represent a boy. Use a yellow circle to represent a girl. Create a picture graph using the data from your family bar graph.

Key



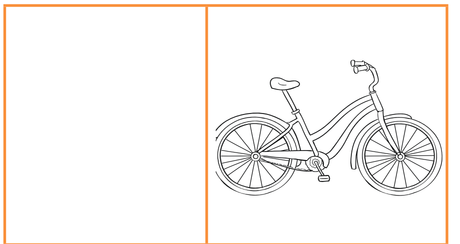


My Family

Boys	
Girls	

LIVING AND NON-LIVING THINGS

DIRECTIONS: Create a bar graph to show the number of living organisms and non-living things in your house. Include only humans in the living organisms category.





	Living	Non-living
9		
8		
7		
6		
5		
4		
3		
2		
1		
0		



Living	
Non-living	

Compare your numbers to your shoulder partner.

1. LIVING organisms in my house: ____________

LIVING organisms in my partner's house: ____________

I have more/less/equal to LIVING organisms in my house.

2. NON-LIVING things in my house: ____________

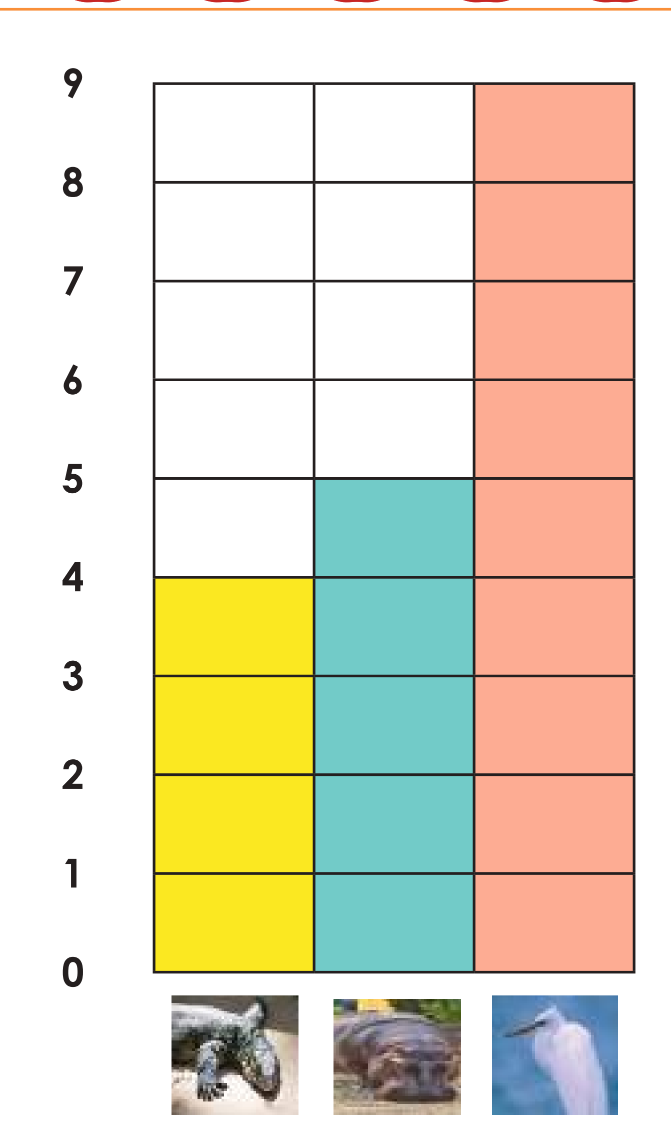
NON-LIVING things in my partner's house: ____________

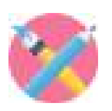
I have more/less/equal to NON-LIVING things in my house.

GRAPHS

DIRECTIONS: Which graph is a bar graph? Which is a picture graph?

Day 1	
Day 2	
Day 3	

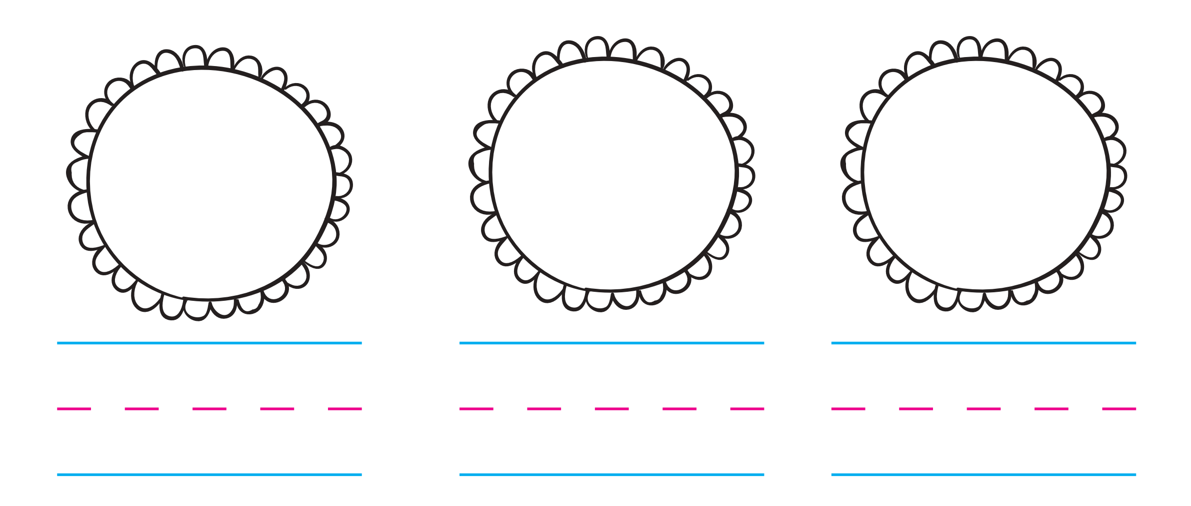




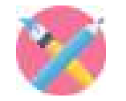
OUR CLASS DATA - COLORS

DIRECTIONS: Use crayons to color in the primary colors. Then fill in the data from your class.

Favorite Primary Color



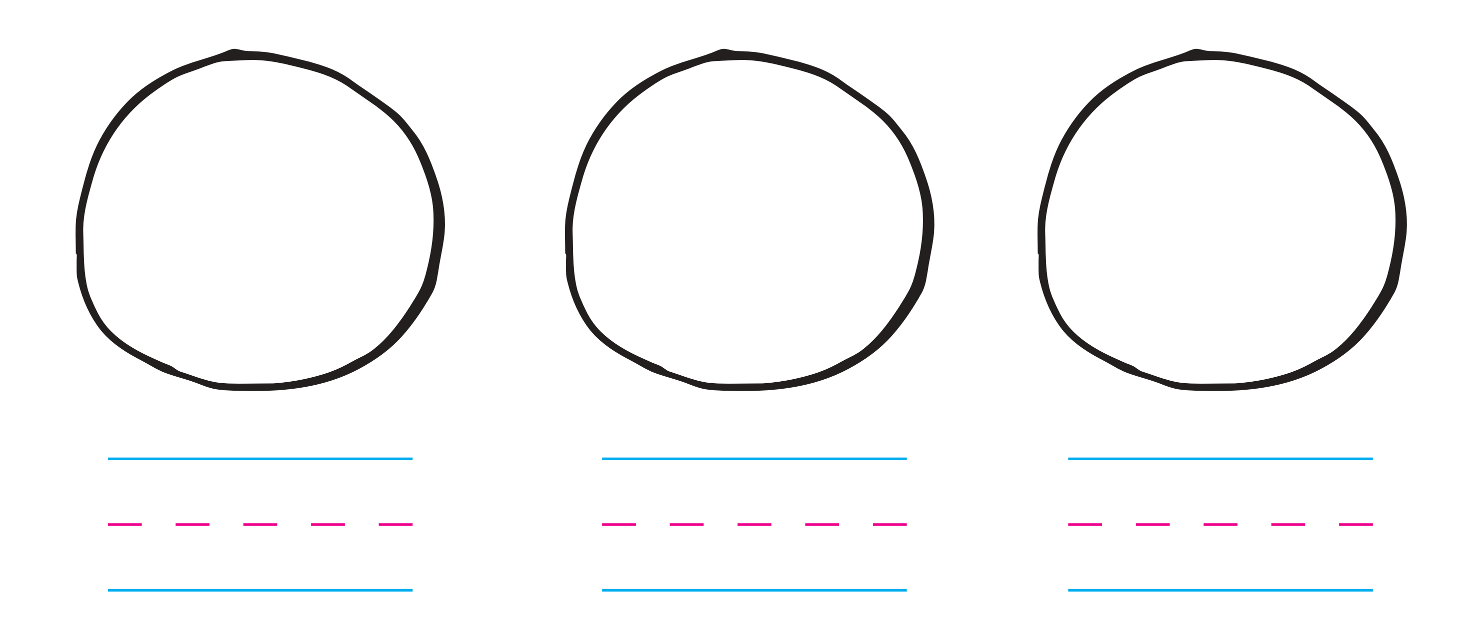
What color do MOST students in our class prefer?



OUR CLASS DATA - HAIR LENGTH



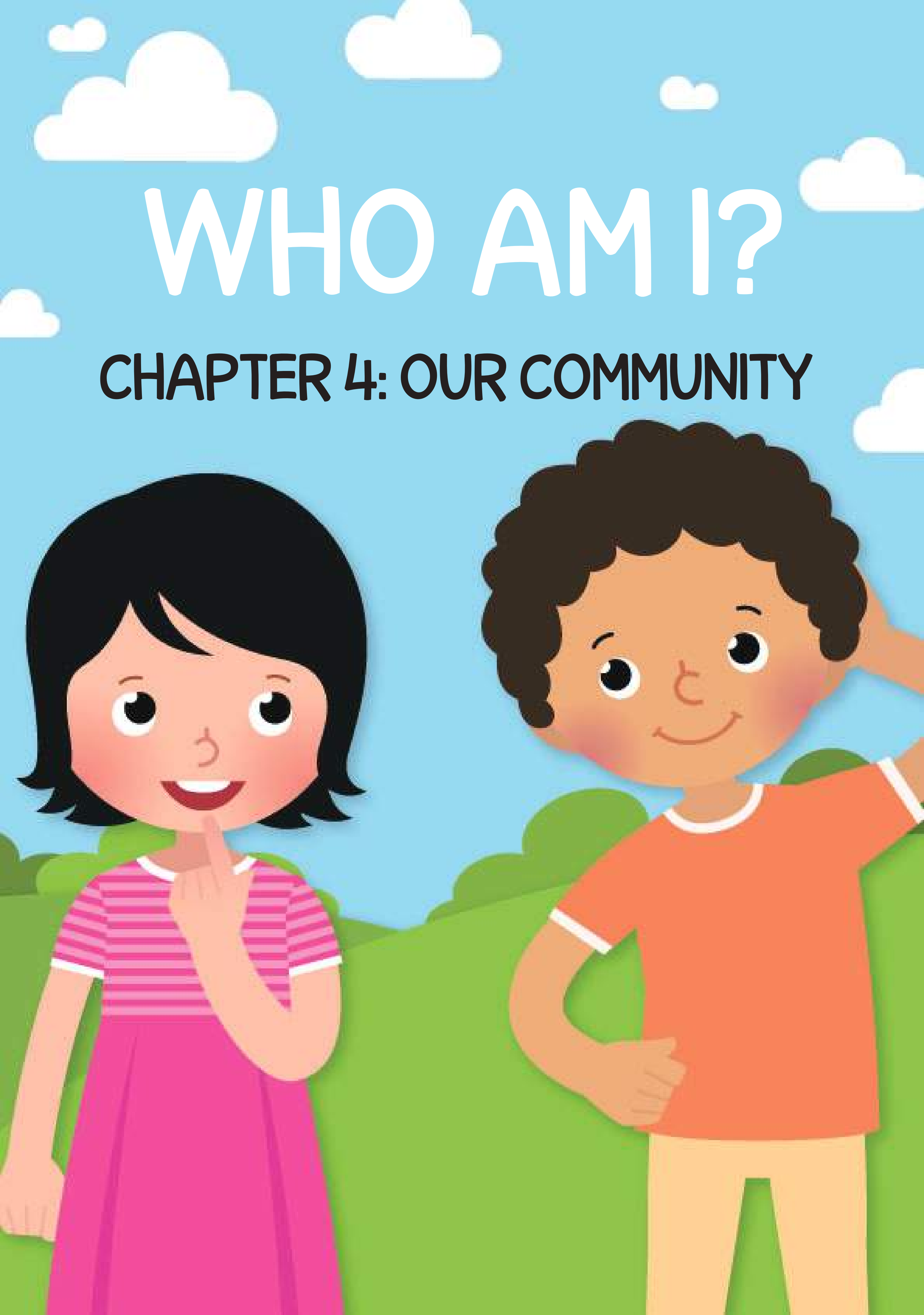
DIRECTIONS: Use the circles to draw different hair styles. Be sure to include short, medium and long hair. Then fill in the data from your class.

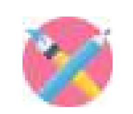


Which hair length is MOST common in our class?

Which hair length is LEAST common in our class?




WHO AM I?
CHAPTER 4: OUR COMMUNITY



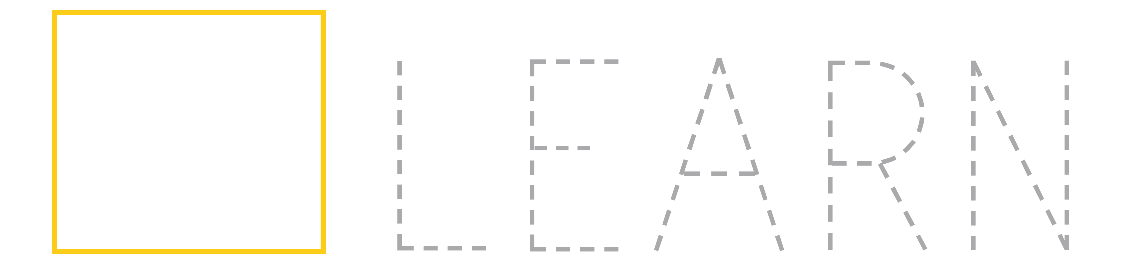
OUR RIGHTS



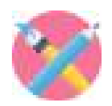
DIRECTIONS: Trace the words below. Write the first letter of your name in each box. This shows you agree with the right.

WE HAVE THE RIGHT TO:



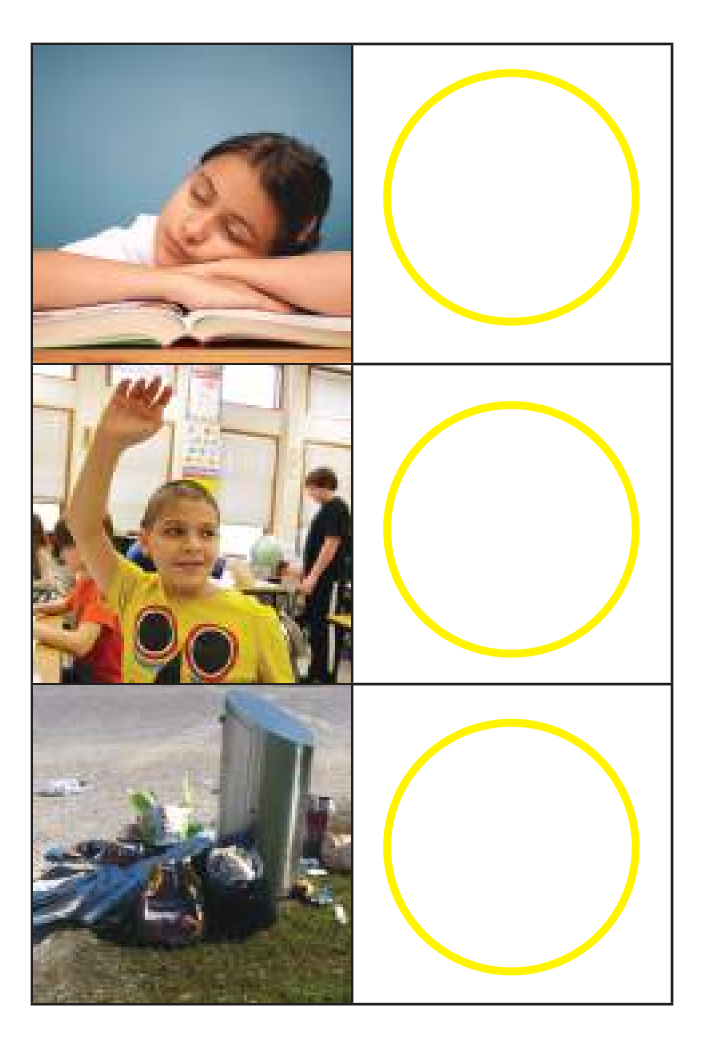


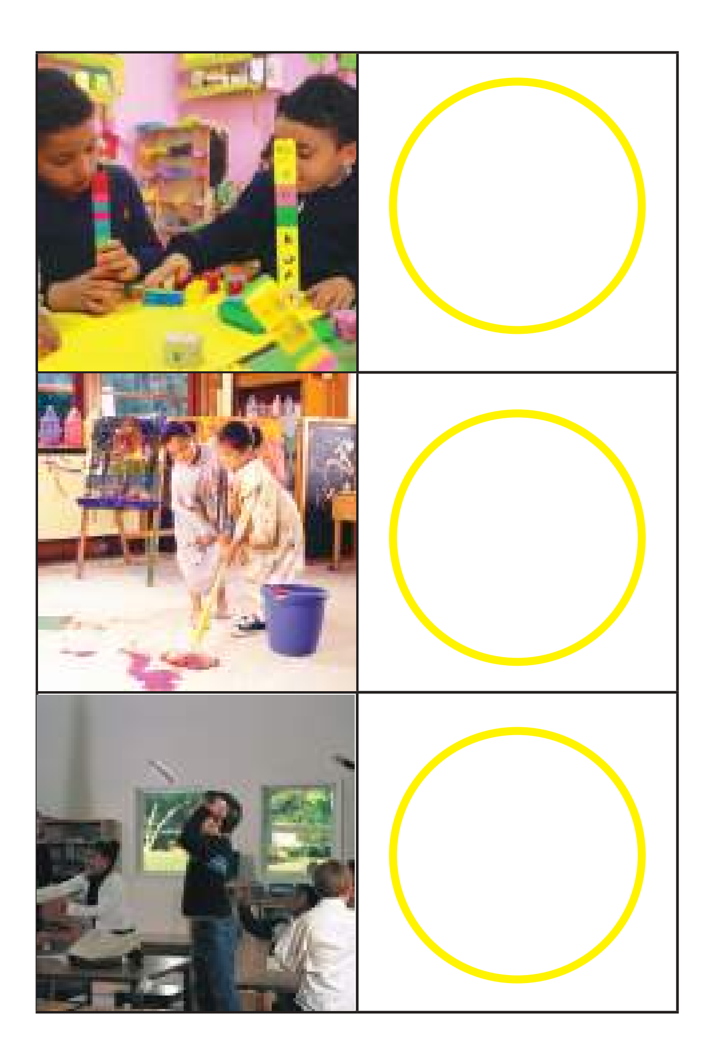




RULES

DIRECTIONS: Draw a smiley face in the circle if the student is following the rules. Draw a frowning face in the circle if the student is not following the rules.

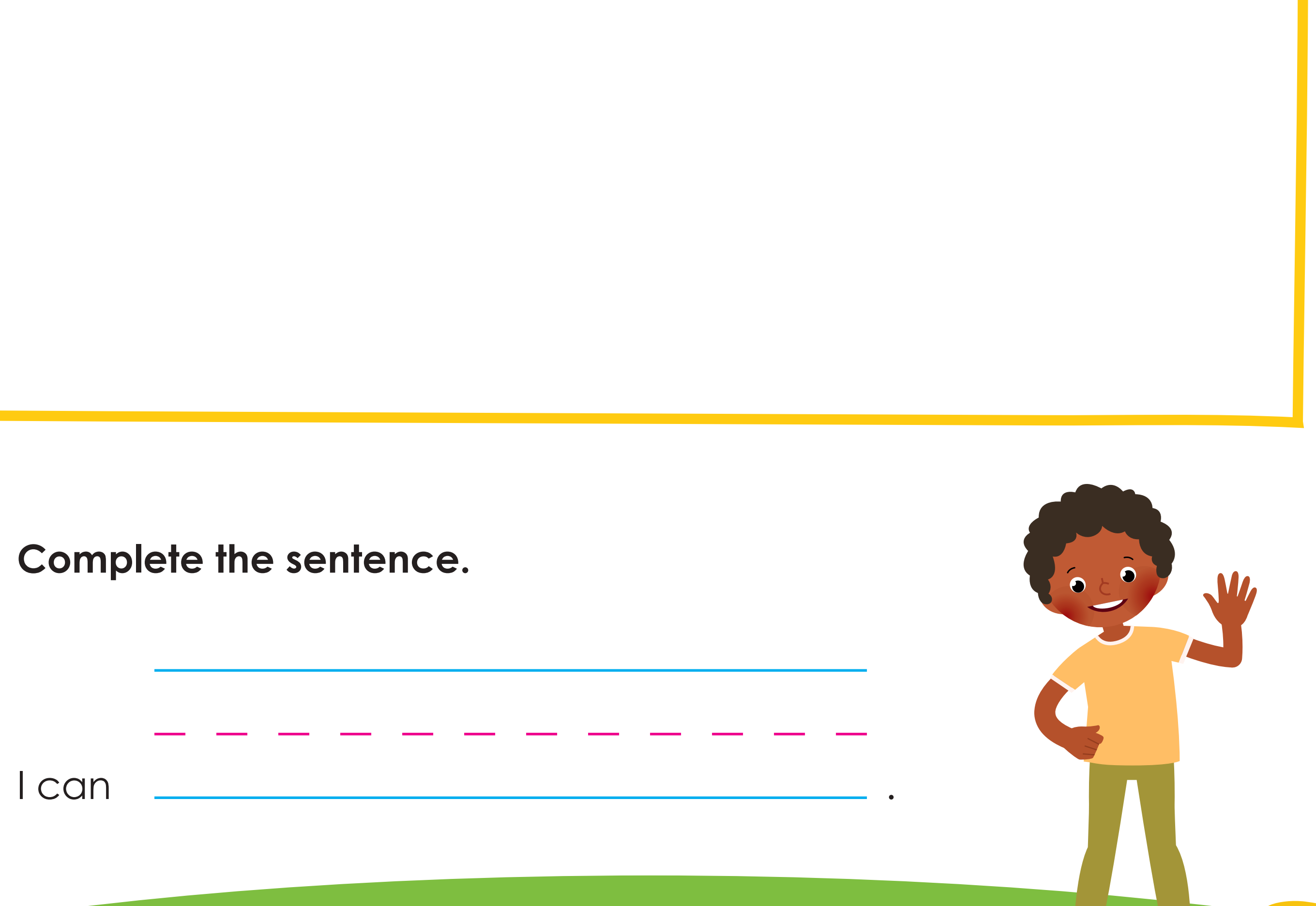






I AM RESPONSIBLE

DIRECTIONS: Draw a picture of yourself being a responsible community member.



Complete the sentence.

I can ______________________________ .



COMMUNITY HELPERS

DIRECTIONS: Match the community helper with the place where he or she would work.







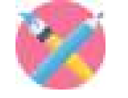












WORKER TOOLS



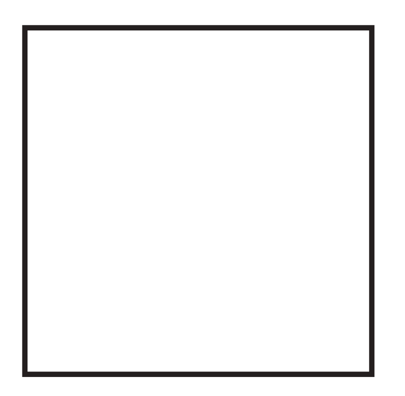
DIRECTIONS: Match the worker with the tool used to do the job.

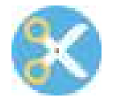




DIRECTIONS: In the box next to the doctor, draw an important tool that he or she uses every day.







IMPORTANT JOBS

DIRECTIONS: Cut these boxes out on the dotted lines.









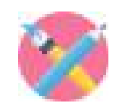










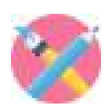


INDUSTRIAL JOBS



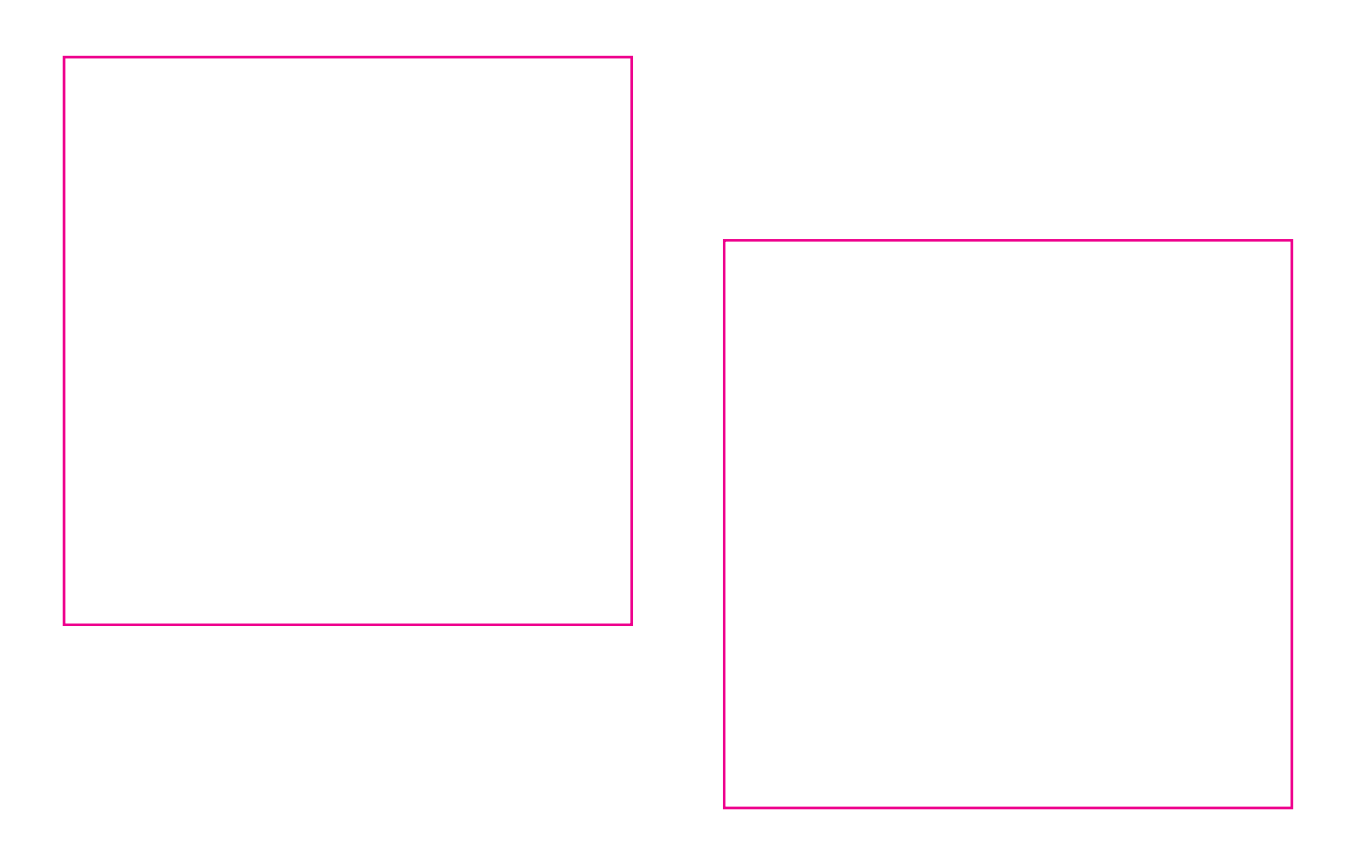
DIRECTIONS: Glue or tape each job in the correct column.

INDUSTRIAL	NOT INDUSTRIAL

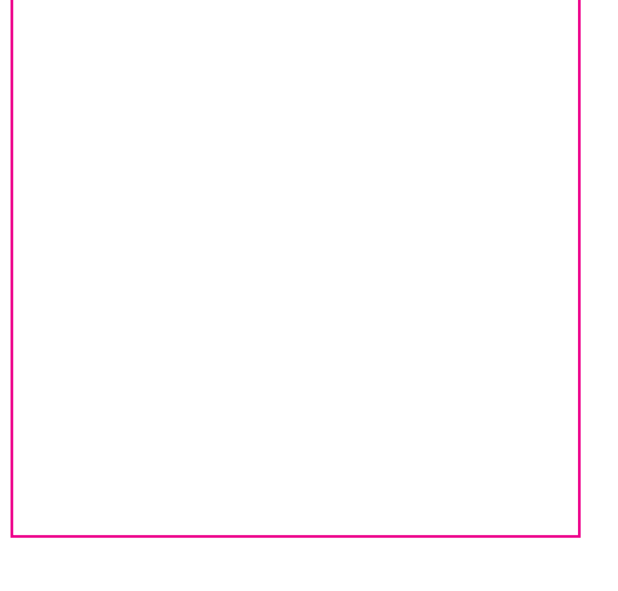


FOOD, WATER, AND SHELTER

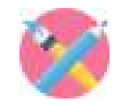
DIRECTIONS: Use basic shapes and lines to draw food, water, and shelter in the boxes below. Color in your shapes.







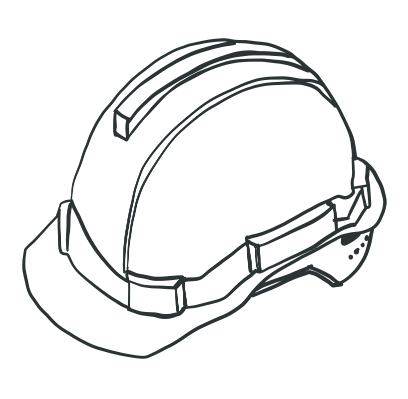


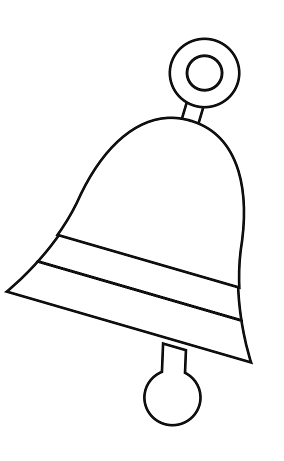


CONSTRUCTION WORKERS



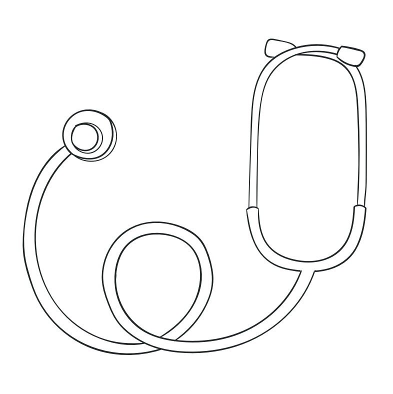
DIRECTIONS: Use your pencil to draw a line from the construction worker to the important things he or she needs to wear or use to do the job.



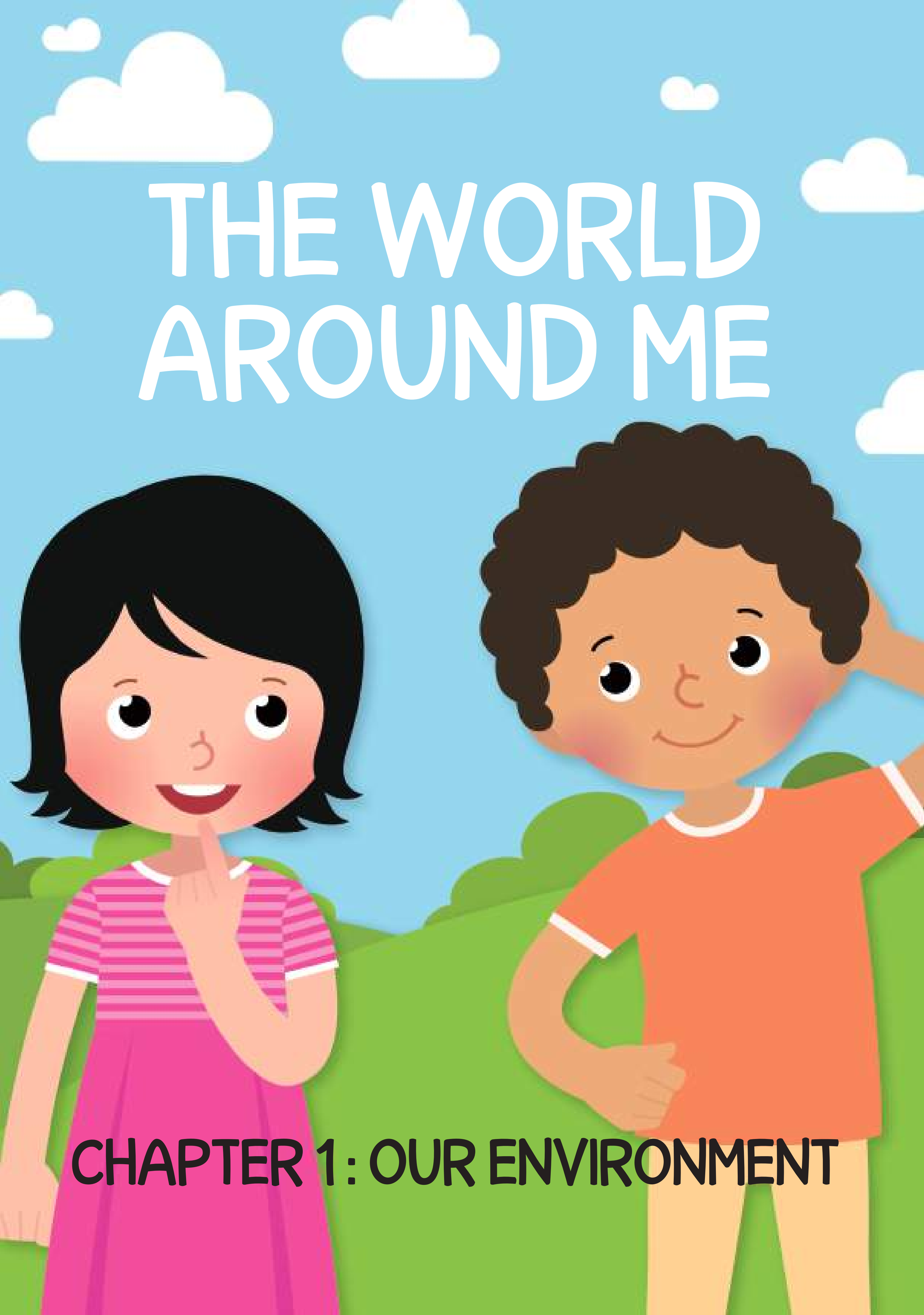




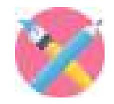







THE WORLD AROUND ME
CHAPTER 1 : OUR ENVIRONMENT





AT THE PLAYGROUND

DIRECTIONS: Use your pencil to circle the things that Karim sees.



Karim is at the playground.

He sees many things.

He sees a bird.

He sees a rock.

He sees a tree.

He sees a slide.

He slides down the slide!



"LIVING THINGS" SONG

LIVING THINGS

Living things all grow and change, grow and change, grow and change

Living things all grow and change

Non-living things do not.

Living things need food and water, food and water, food and water

Livings things need food and water

Non-living things do not.

Living things need air to breathe, air to breathe, air to breathe

Living things need air to breathe

Non-living things do not.

Living things move on their own, on their own, on their own

Living things move on their own

Non-living things do not.

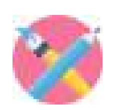




IS IT LIVING?

DIRECTIONS: Write yes or no in each box.

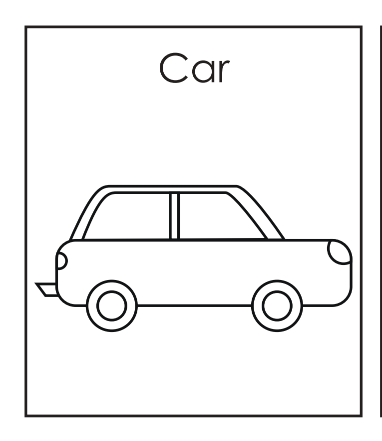
Object	Does it grow and change?	Does it need food and water?	Does it need air?	Does it move by itself?	Is it living?
Bird					
Rock					
Tree					
Slide					



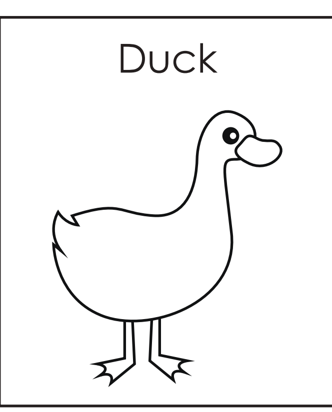
LIVING AND NON-LIVING THINGS

DIRECTIONS: Look at each picture below. Does it show a living or non-living thing? Color pictures of living organisms green. Color pictures of non-living things blue.

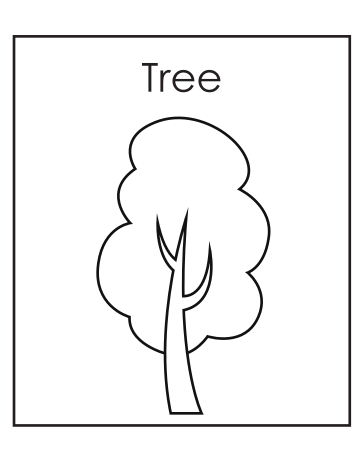
Car



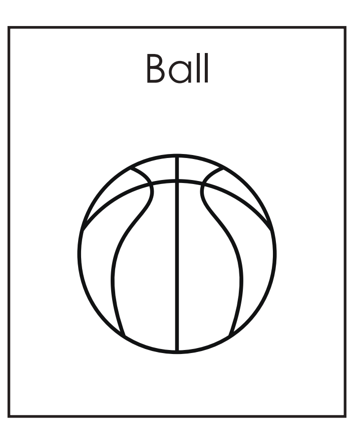
Duck



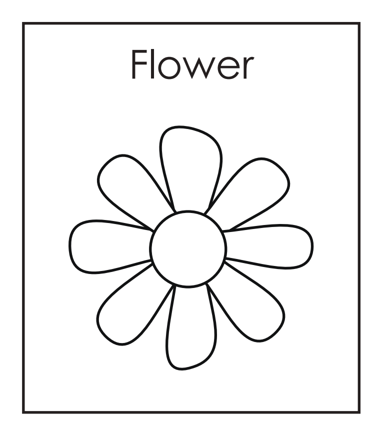
Tree



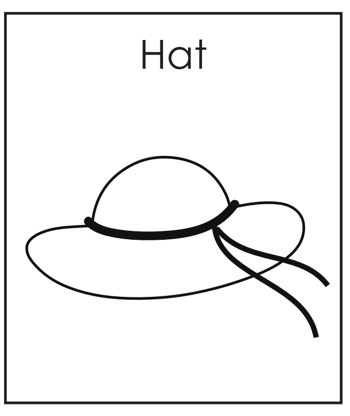
Ball



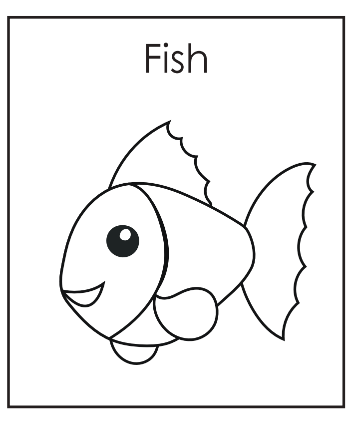
Flower



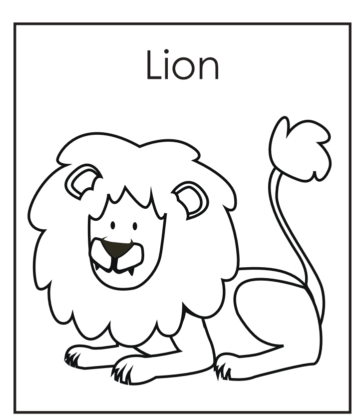
Hat



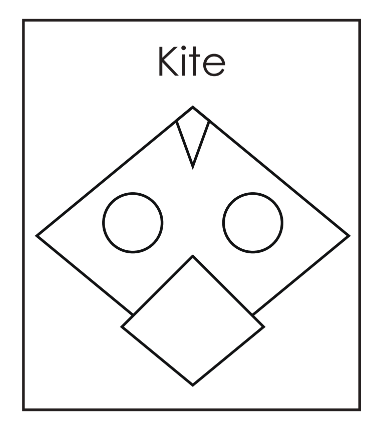
Fish



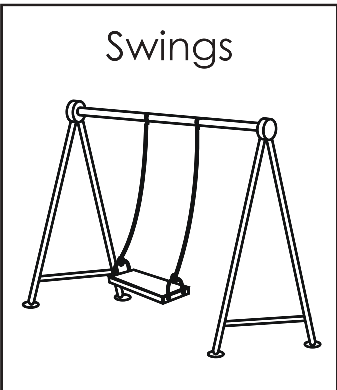
Lion



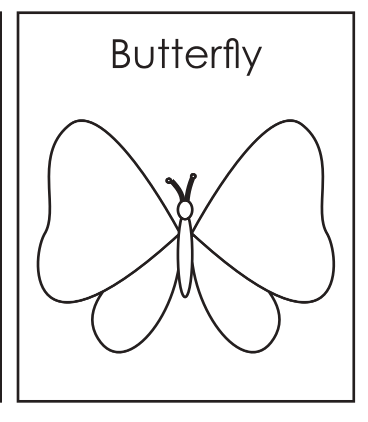
Kite



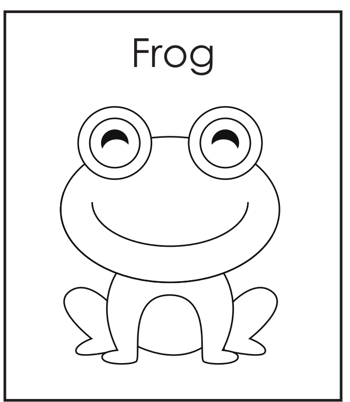
Swings



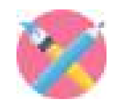
Butterfly



Frog

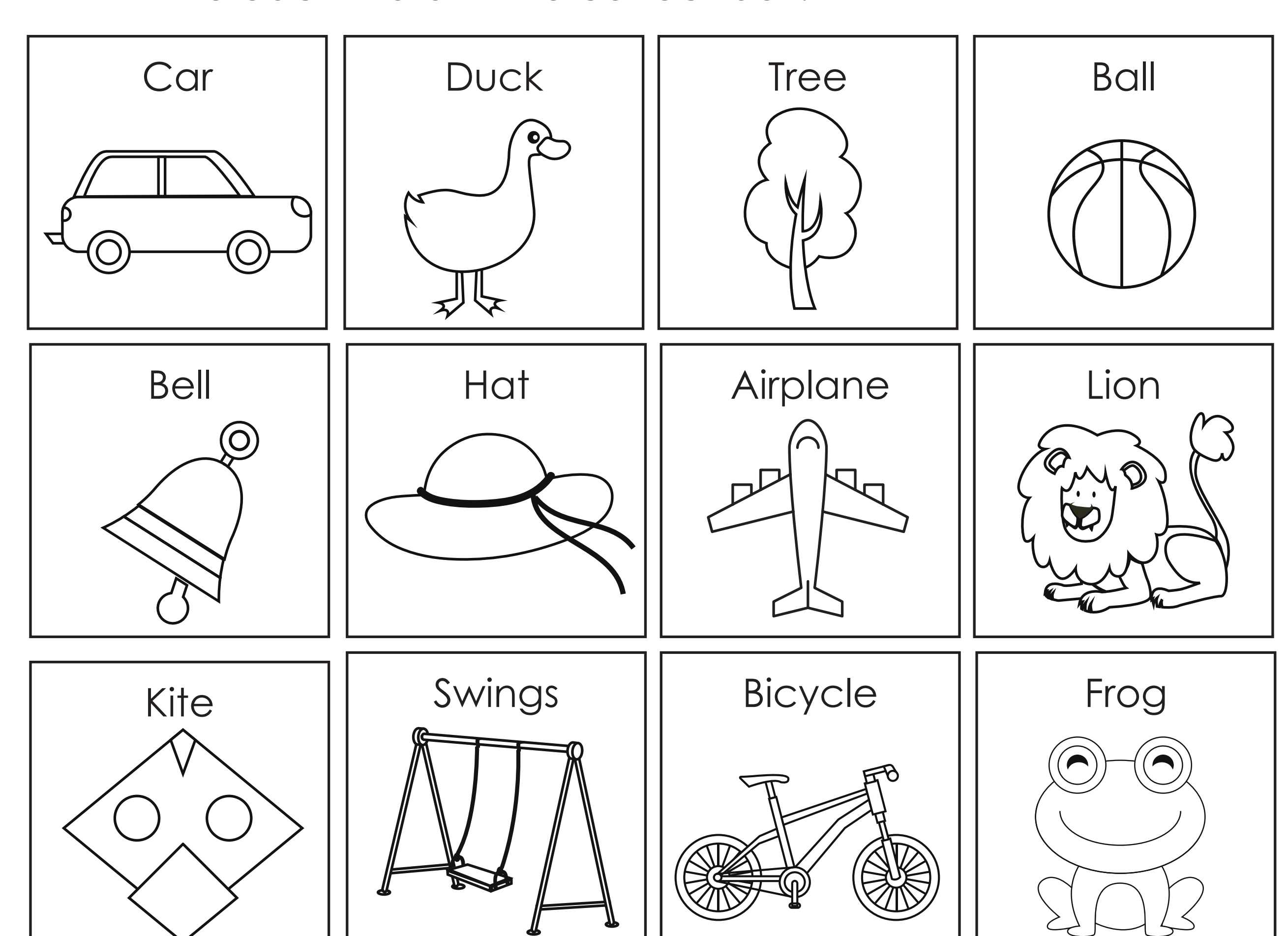




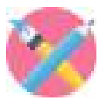


MAKING GROUPS

DIRECTIONS: Sort the objects below into groups.
Write each word in the correct box.



Things We Can Play With	Things That Make Sounds	Things That are Living



OBSERVATION WALK

DIRECTIONS: Draw and label one object you have seen in each box.

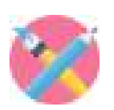




LIVING OR NON-LIVING?

DIRECTIONS: Write each object you observed outside in the correct column. Count the number of objects in each category.

LIVING	NON-LIVING



PLANTS AND ANIMALS

DIRECTIONS: Count how many plants and animals you observed. Then, use the numbers to write a number sentence.

How many plants? _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

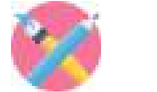
How many animals? _ _ _ _ _ _ _ _ _ _ _ _ _ _

number of living organisms = _ _ _ _ _ _ + _ _ _ _ _ _ _

plants animals





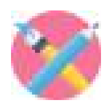


WRITING PRACTICE

DIRECTIONS: Practice writing the word "environment."
Trace the word twice, and then write on your own three times.

environment

environment



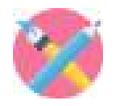
WRITING PRACTICE

DIRECTIONS: Practice writing the words "living" and "non-living." Trace the word first. Then write it on your own.

living

non-living





DESERT

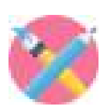
DIRECTIONS: Write an important detail about the environment on the lines. Draw a picture of the environment.
Circle the animals you think live there.





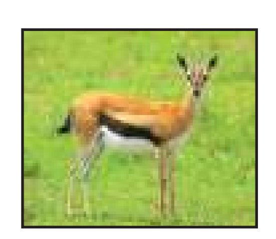


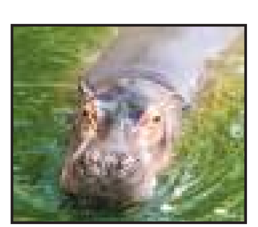




DELTA

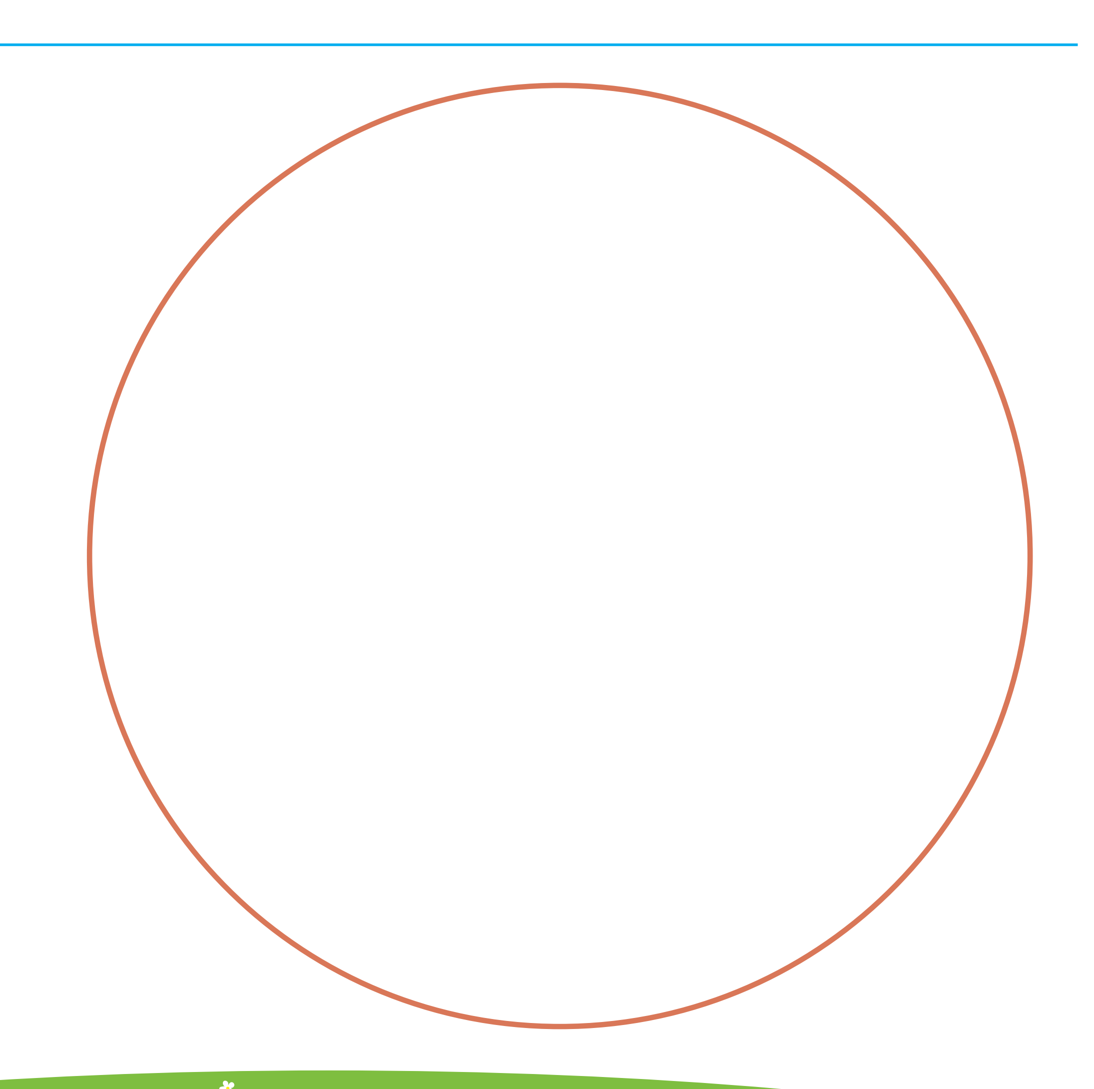
DIRECTIONS: Write an important detail about the environment on the lines. Draw a picture of the environment.
Circle the animals you think live there.







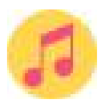






OUR BODY IS MADE OF WATER

DIRECTIONS: Color in the body below up to the dotted line. This is how much of our bodies are made up of water!



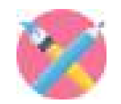
"WE NEED WATER TO SURVIVE" SONG

WE NEED WATER TO SURVIVE

We need water to survive
It keeps us alive.
And if you drink it everyday
You can run and play.
It's in our food,
It's in the clouds,
You'll find water everywhere,
We need water to survive,
It keeps us alive.







TAKE CARE OF THE ENVIRONMENT

DIRECTIONS: Put a red X through the actions that will hurt the environment. Put a green circle around the actions that will help take care of your surroundings. Color the pictures.

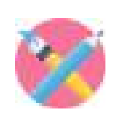
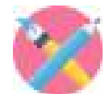


PHOTO ALBUM

DIRECTIONS: In each page of the photo album, draw a picture of you being responsible for your environment.



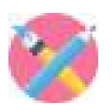
USING A MAP



DIRECTIONS: Use the map to complete the sentences below.

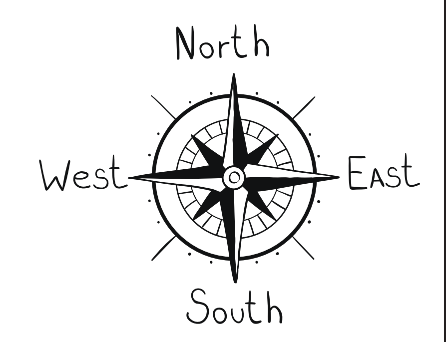
The school is ______________ of the house.

The hospital is ______________ of the playground.



ROUGH DRAFT

DIRECTIONS: Use the space below to create with your partner the rough draft of your map using tools of your choice.





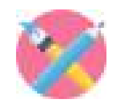
KEY

 = living

 = non-living

 = water





WHICH DIRECTION IS IT?

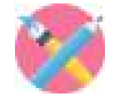
DIRECTIONS: Use your map to complete the sentences below. Then, write your own sentence about the items on your map.

The △ is ______________ of the □.

The ○ is ______________ of the △.

The □ is ______________ of the ○.

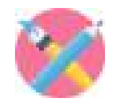




OUR ENVIRONMENT POSTER

DIRECTIONS: Use this space to create the final draft of your map poster project.





OUR ENVIRONMENT MAP REVIEW

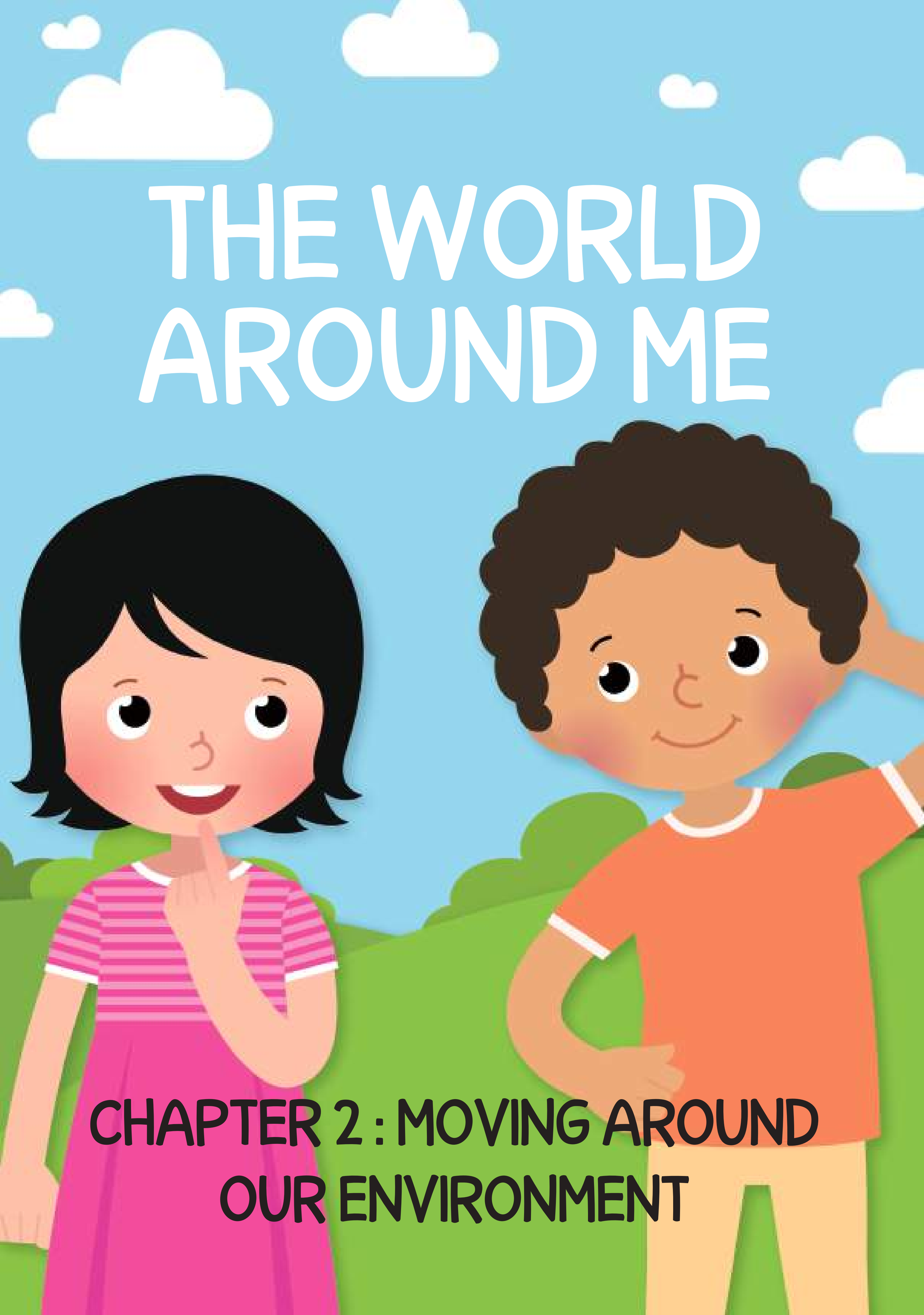
DIRECTIONS: Draw and label your answer to each question. Try to write a sentence explaining your answer.

How was your map different than another group's map?

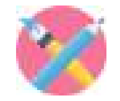
Theirs	Ours

How was your map similar to another group's map?

Theirs	Ours


THE WORLD
AROUND ME
CHAPTER 2 : MOVING AROUND
OUR ENVIRONMENT





PLANT DIAGRAM

DIRECTIONS: Use the word bank to label the parts of the plant. Draw a line from the plant part to its function.

leaves	flower	roots	stem

Holds the plant in the ground. Soaks water from the soil.

Holds the plant up. Carries water from the roots to the different parts of the plant.

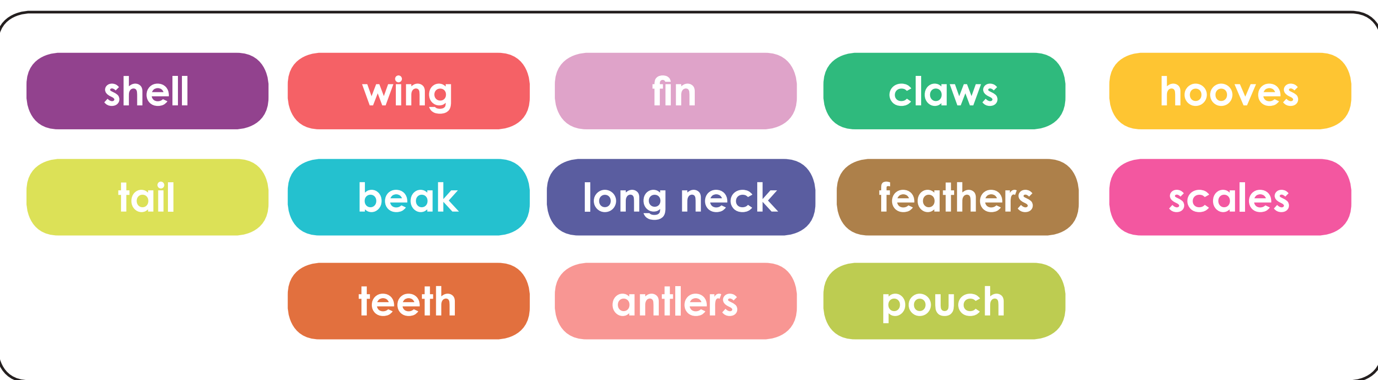
Lets in air.
Uses sunlight to make food.

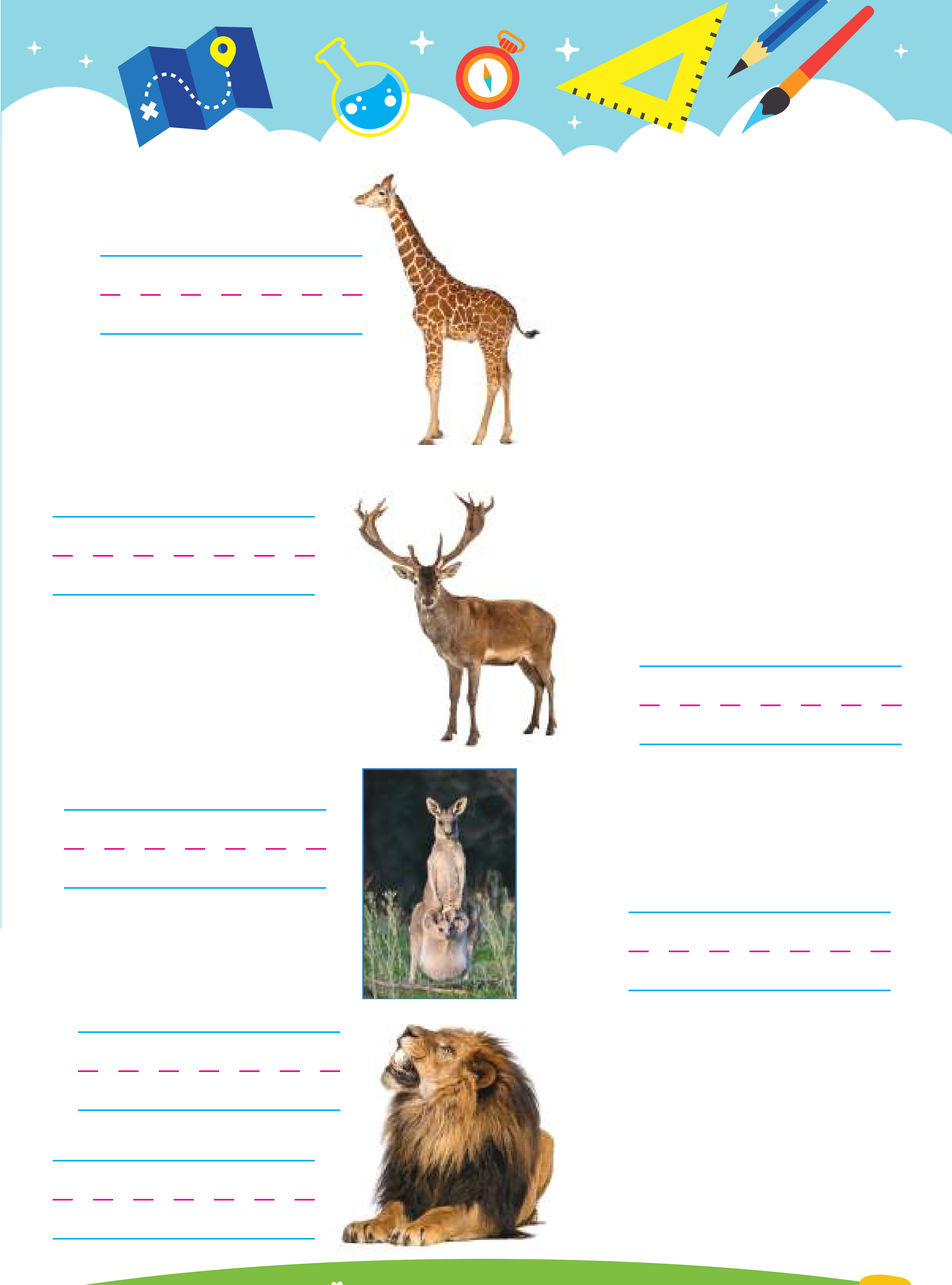
Makes seeds.

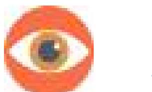


ANIMAL DIAGRAMS

DIRECTIONS: Use the word bank to label the parts of the animals.

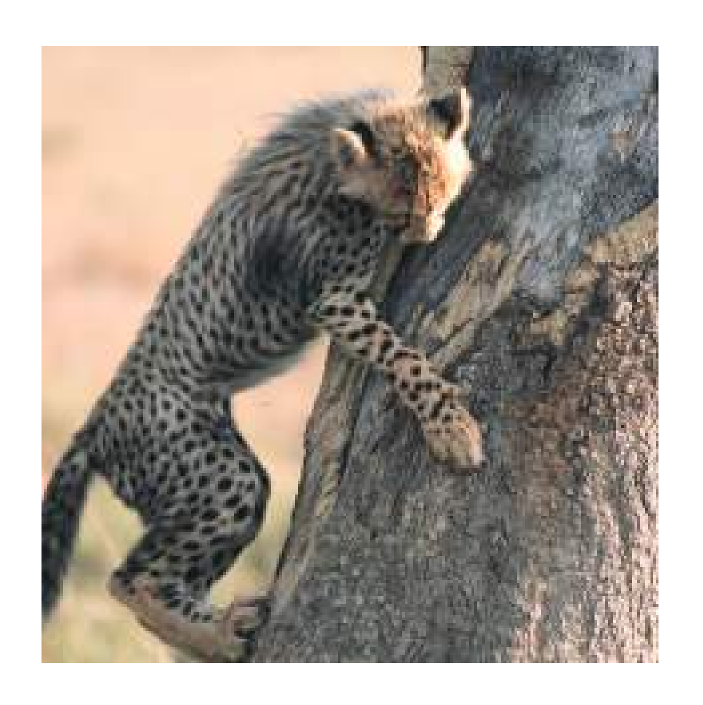






ANIMALS

Directions: Observe each animal moving.

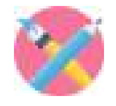












HOW ANIMALS MOVE

DIRECTIONS: Cut around each image to use in the sorting activity on the next page.



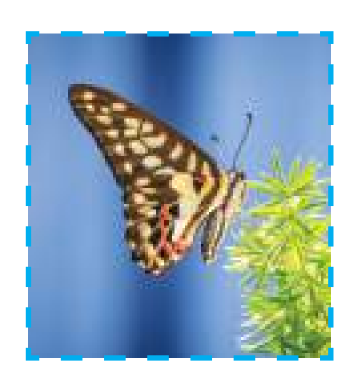
dolphin



rabbit



elephant



butterfly



bear



owl



penguin



frog



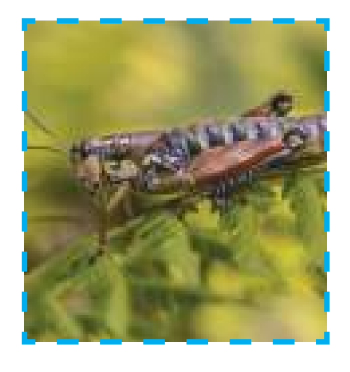
camel



bat



fish



cricket



DIRECTIONS: Sort the animals by how they move.
Write the name your favorite animal in each group.

WALK, RUN, HOP	SWIM	FLY
My favorite animal who walks, runs or hops is	My favorite animal who swims is	My favorite animal who can fly is



"IF YOU MOVE AND YOU KNOW IT" SONG

DIRECTIONS: Sing the song. Imitate the movements.
Then, circle all the movement words with your pencil.

IF YOU MOVE AND YOU KNOW IT

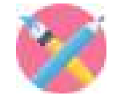
If you're a worm and you know it, wiggle around.
If you're a worm and you know it, wiggle around.
If you're a worm and you know it, wiggle around on the ground.
If you're a worm and you know it wiggle around.

If you're playing on the playground, spin around.
If you're playing on the playground, spin around.
If you're playing on the playground, spin around really fast.
If you're playing on the playground, spin around.

If you're a student and you know it, raise your hand.
If you're a student and you know it, raise your hand.
If you're a student and you know it, raise your hand to show it.
If you're a student and you know it, raise your hand.

If you're playing with a ball, kick it high.
If you're playing with a ball, kick it high.
If you're playing with a ball, kick it high into the sky.
If you're playing with a ball, kick it high.





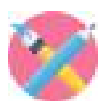
HOW OBJECTS MOVE INVESTIGATION

DIRECTIONS: Test each object to see how it can move.
Write yes or no in each box.



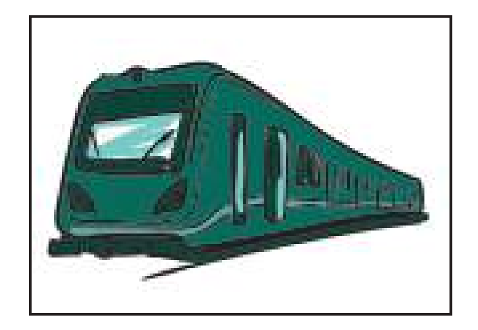
Object	Bounce	Roll	Spin	Slide
BALL				
BLOCK				
PENCIL				

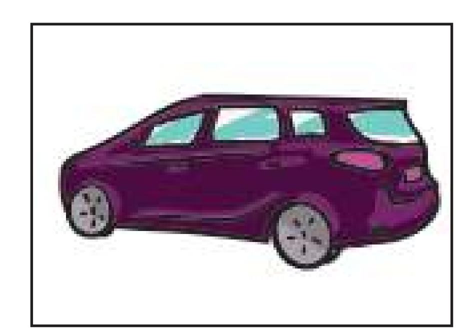


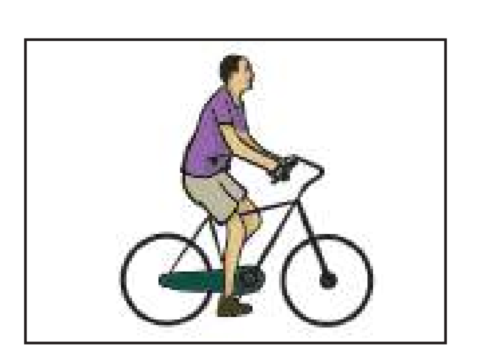


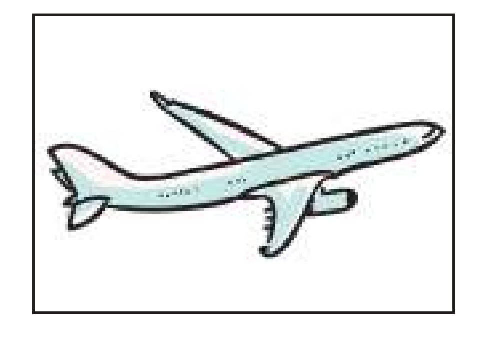
TRANSPORTATION IN EGYPT

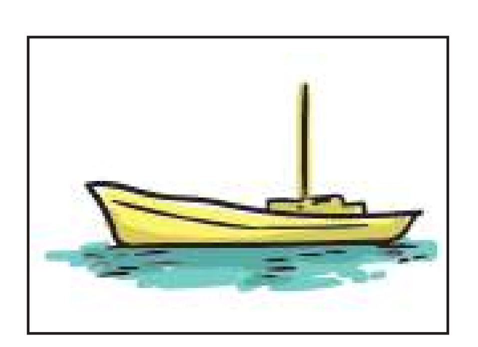
DIRECTIONS: Look at the pictures below.
Write the name of each type of transportation on the lines.

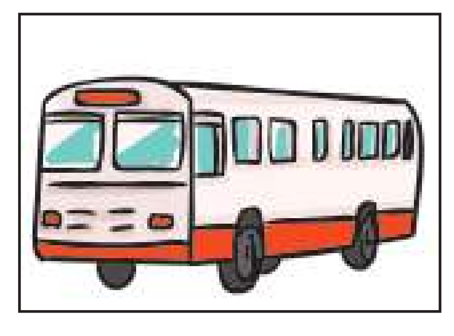






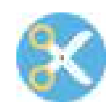








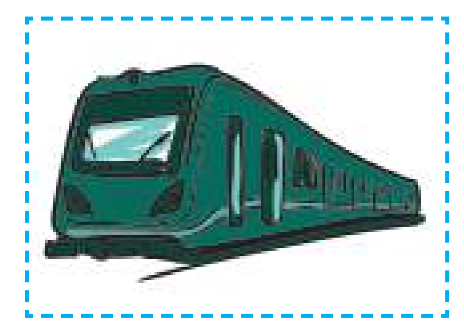




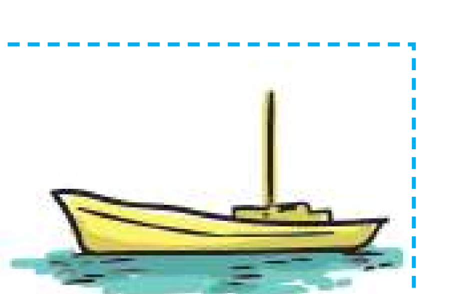
MOVING AROUND OUR WORLD

DIRECTIONS: Cut out the transportation pictures. Glue them to the large picture on the next page of an environment. Think about where they should each go.

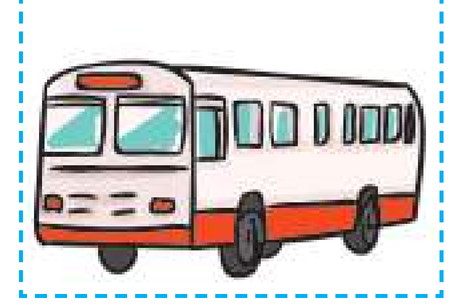


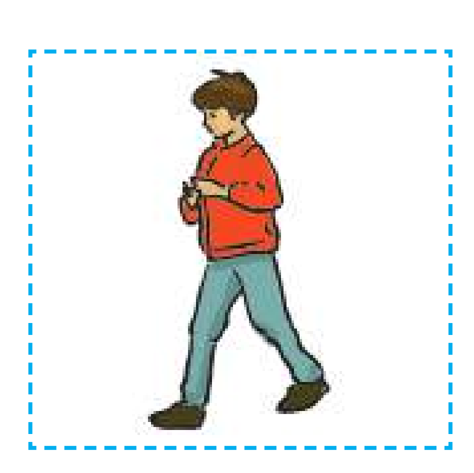




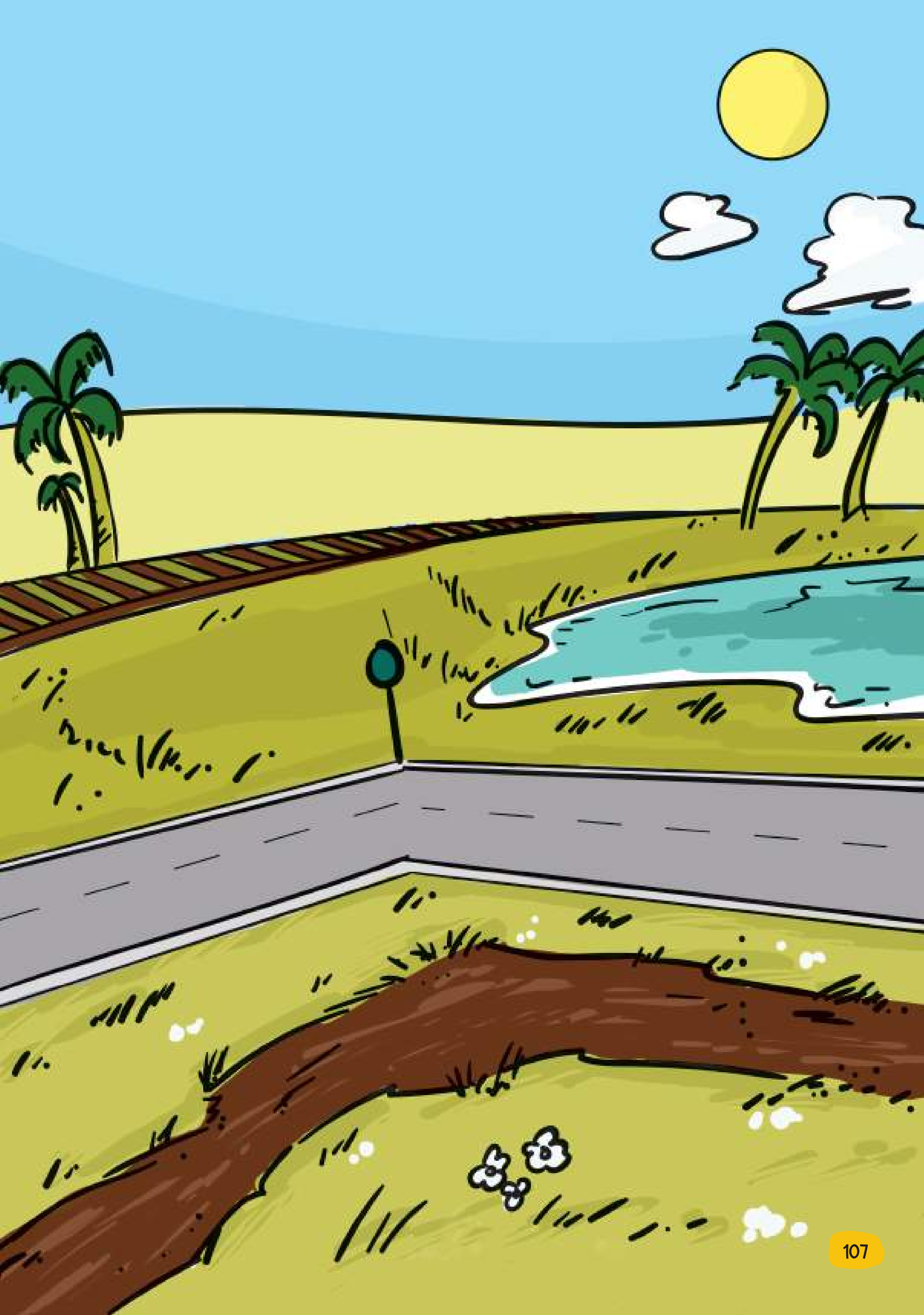


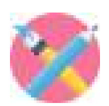






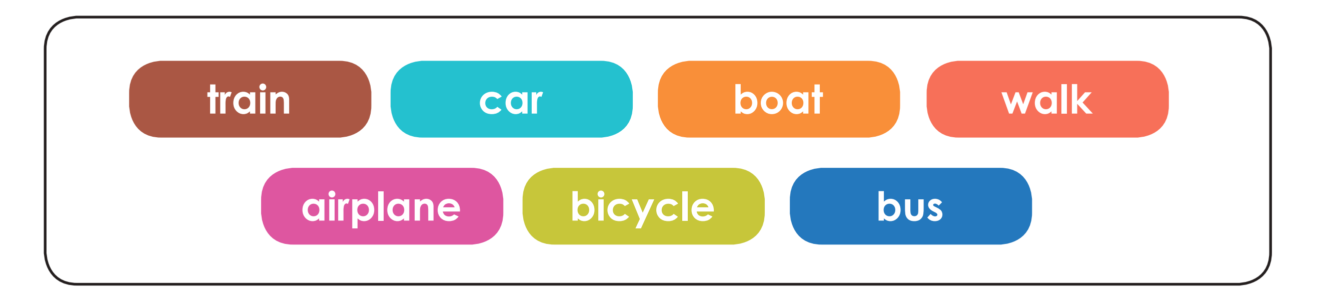






DOES IT CAUSE POLLUTION?

DIRECTIONS: Decide with your partner if each form of transportation causes pollution or not. Write each word from the box into the correct column in the table.



Pollution	**No Pollution**





RIDDLES

DIRECTIONS: Read the clues below. Write the good behavior that solves each riddle.

Riding on a train can be really neat.

To keep people safe, I need to stay in my ____________.

When I'm walking across a street, to stay safe

I should always look both ____________.

Boats tip over when they are far from land.

I should always stay seated. I should never ____________.

When the traffic sign turns red in the circle on top,

That is my reminder that I should ____________.

When I'm riding on a bus, fast or slow,

I should never throw anything out the ____________.

TRAFFIC RULES AND SIGNS

DIRECTIONS: Read the text passage below.

Our roads are very busy.
It is important to follow traffic rules.
Cars and buses must drive on the right side of the road.
Drivers must drive safely.
Passengers must wear a seatbelt.
Drivers must pay attention to all traffic signs.
People walking along the streets must pay attention, too.



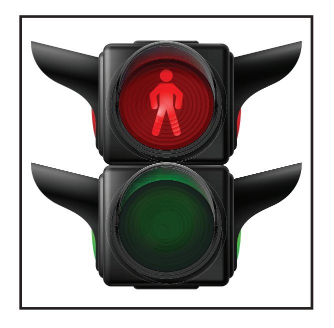
STOP



SLOW DOWN



DO NOT ENTER


STOP

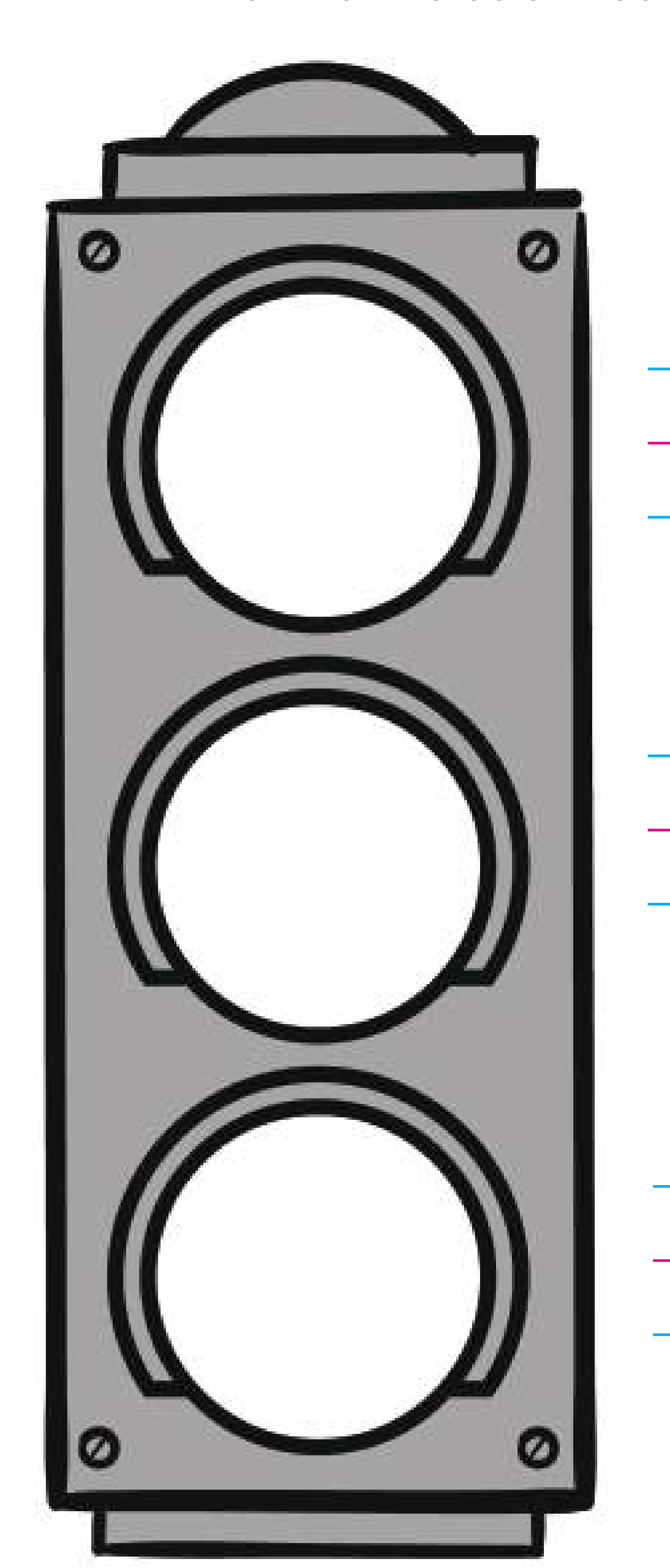


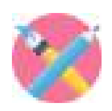




TRAFFIC LIGHTS

DIRECTIONS: Color each circle the correct color.
Write what the color means on the line.





SAFETY PLEDGE

DIRECTIONS: Write a sentence to tell how you will be safe while you walk and use another form of transportation.

I will be safe when I walk. I will ______________________

____

____

I will be safe when I ______________________

I will ______________________________________

____

DIRECTIONS: Draw a picture of you being safe while using a form of transportation.





DESIGN PROCESS

DIRECTIONS: Each box contains a step in the design process.
Follow your teacher's direction to complete each step one at a time.

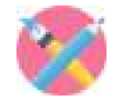


1. IDEA: What is your IDEA for your form of transportation?

2. MATERIALS: List all materials.

3. PLAN: Draw your design. Include labels.





MODEL PRESENTATION

DIRECTIONS: Complete the sentences below. You will read this information to the class when you present your model.

IDEA: We chose to build a model of a

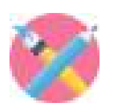
MATERIALS/PLAN: We used

to build our model.

RULE: What should you do when you use our form of transportation?

One positive thing that went well was:

One thing we would like to change is:

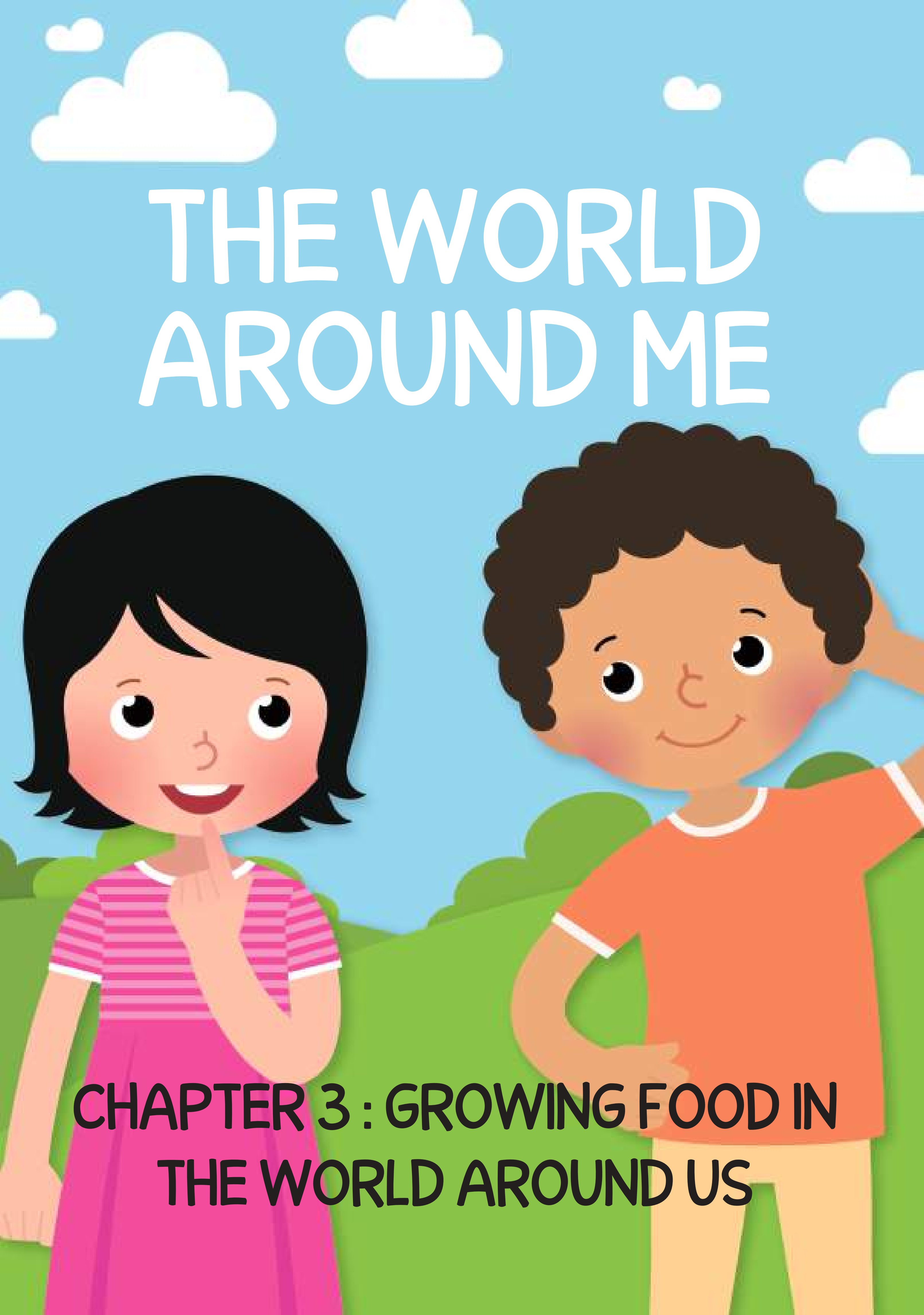


MODEL REVIEW

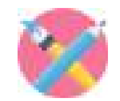
DIRECTIONS: Answer the questions about your classmate's model.

1. What form of transportation did the model represent?

2. How was the group's model the same as your model?


THE WORLD
AROUND ME
CHAPTER 3 : GROWING FOOD IN
THE WORLD AROUND US





THE SUN IN THE SKY

DIRECTIONS: Read the story. Use a yellow crayon to color the sun.



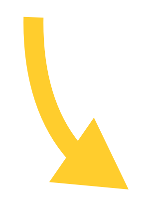

Mona wakes up. She sees the sun.




Mona eats lunch. She sees the sun.




Mona goes to bed.
She does not see the sun.

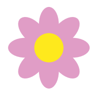




Mona plays a game. She sees the sun.







SEASONS OF THE YEAR

1. Each season of the year, weather changes,
Weather changes, weather changes.
Each season of the year, weather changes
All year long.

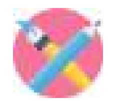
2. The leaves on the tree fall to the ground.
To the ground, to the ground.
The leaves on the tree fall to the ground,
All fall long.

3 The weather outside is cold and rainy
Cold and rainy, cold and rainy.
The weather outside is cold and rainy
All winter long.

4. The flowers and leaves are starting to grow
Starting to grow, starting to grow.
The flowers and leaves are starting to grow,
All spring long.

5. The weather outside is hot and sunny
Hot and sunny, hot and sunny.
The weather outside is hot and sunny
All summer long.





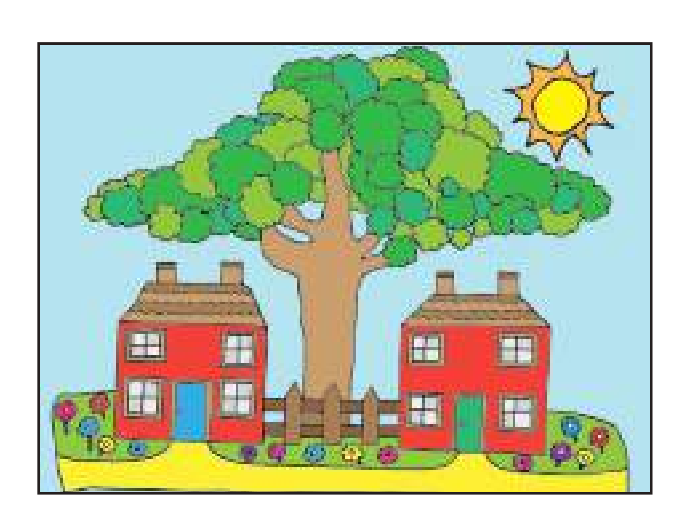
WHICH SEASON?

DIRECTIONS: Look at each picture. Write the name of the season under the picture.

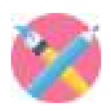
winter fall spring summer











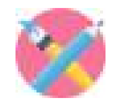
SORTING CLOTHES

DIRECTIONS: Look at the clothes. Sort the clothes into the correct closet. Write the name of each item of clothing in the correct closet.

Winter	**Summer**







WINTER OR SUMMER?

DIRECTIONS: Read the story. Underline the fruits and vegetables.

This is a farmer.

The farmer grows fruits and vegetables.



It is winter.

The farmer grows oranges.

The farmer grows carrots.

The farmer grows beets.

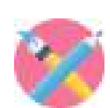
It is summer.

The farmer grows watermelon.

The farmer grows mangoes.

The farmer grows grapes.

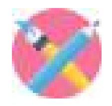
Thank you, farmer.



DIRECTIONS: Sort the fruits and vegetables.

Write the name in the box under the correct season.

WINTER	SUMMER



MY COLORFUL PLATE

DIRECTIONS: Color the rainbow of fruits and vegetables the correct color.

Red

Orange

Yellow

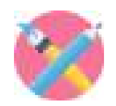
Green

Purple

Blue

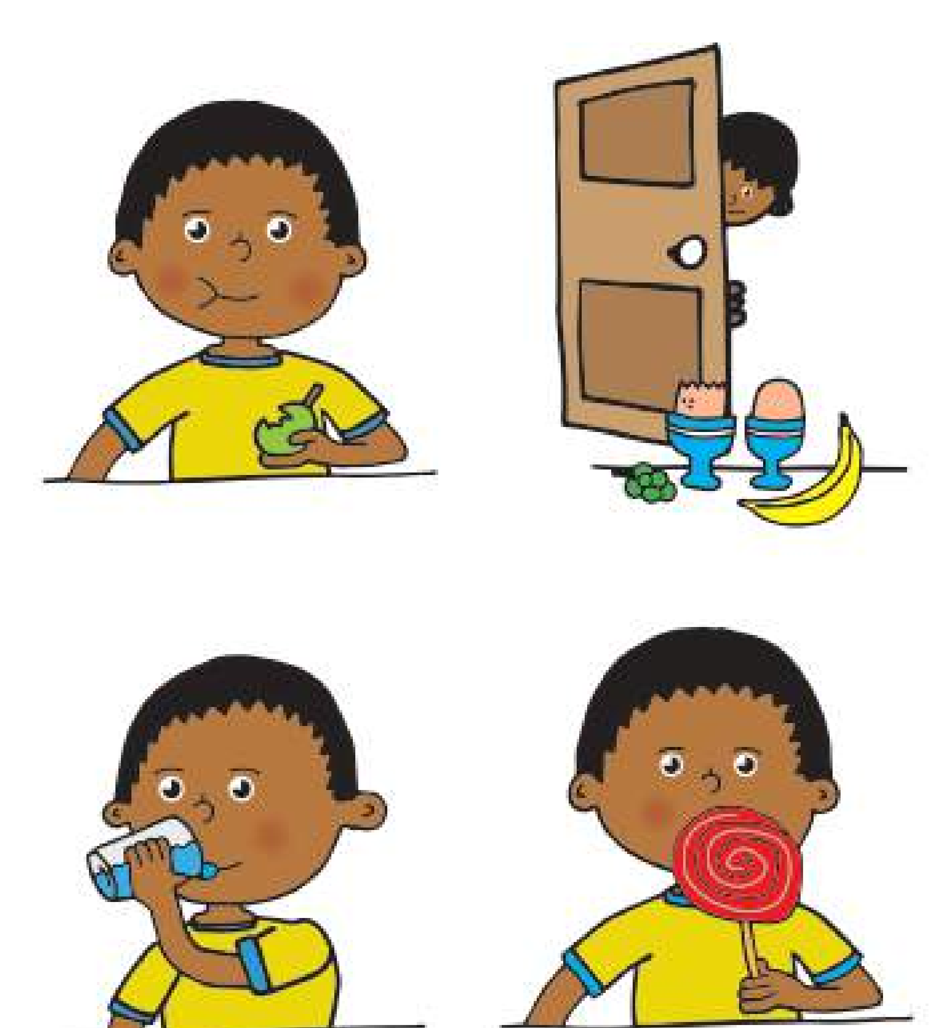
DIRECTIONS: Draw a fruit or vegetable of every color on your plate.



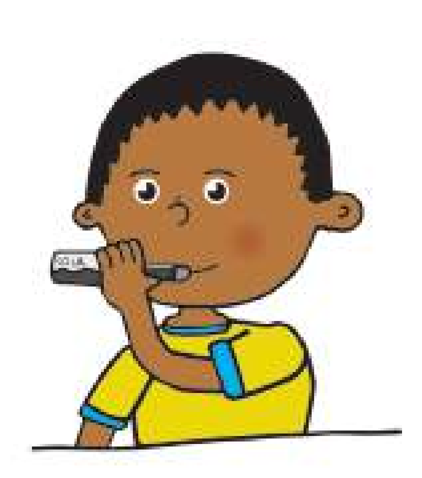


HEALTHY FOOD CHOICES

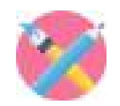
DIRECTIONS: Circle the healthy food choices.











FARMER PUZZLE

DIRECTIONS: Color the picture. Cut out the pieces.





FARMERS

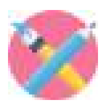
DIRECTIONS: Look at the pictures. Think about what jobs a farmer can do.





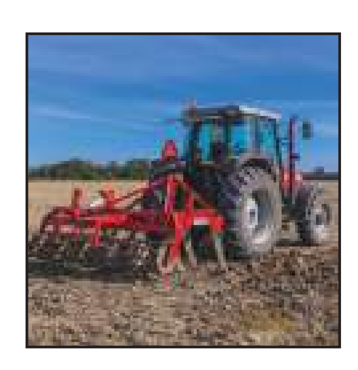






AGRICULTURAL OR INDUSTRIAL?

DIRECTIONS: Circle the agricultural pictures with a green crayon. Circle the industrial pictures with a red crayon.

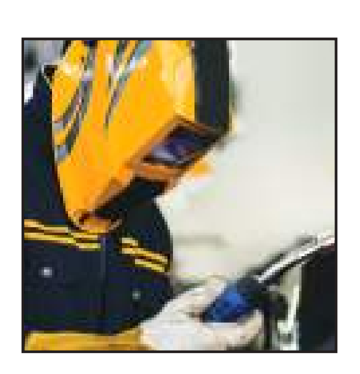










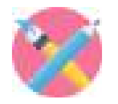






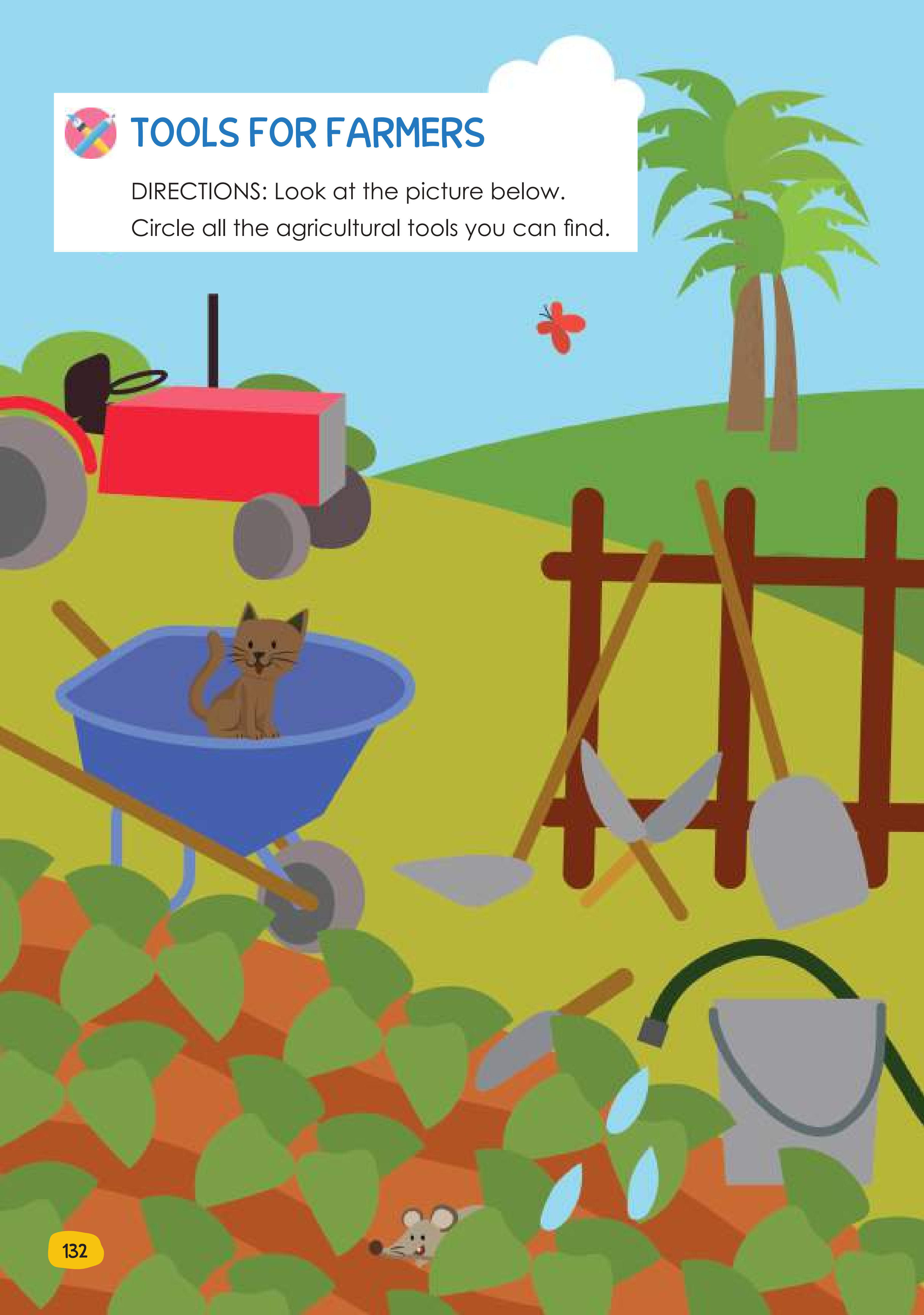






IF I WAS A FARMER

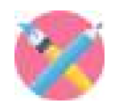
DIRECTIONS: Choose an agricultural job. Draw a picture of yourself doing the job and using tools. Write two sentences about your job.



TOOLS FOR FARMERS

DIRECTIONS: Look at the picture below. Circle all the agricultural tools you can find.

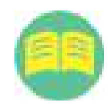




PLANT PUZZLE

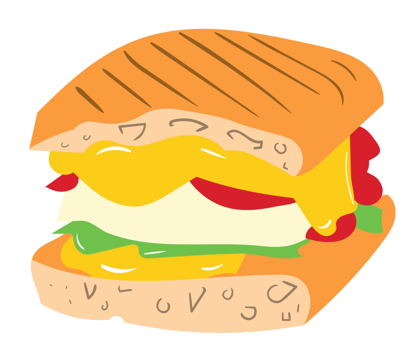
DIRECTIONS: Color the picture. Cut out the pieces. Make a puzzle.





HOW WE USE PLANTS

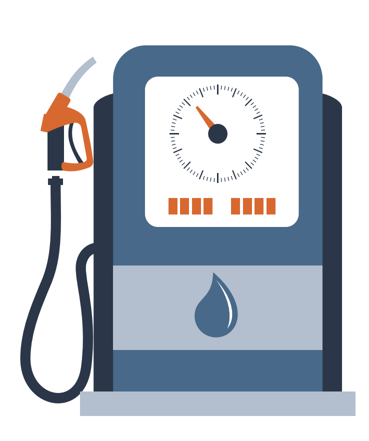
DIRECTIONS: Say the five most common uses of plants out loud as you read.



Food



Clothes



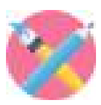
Fuel



Shelter



Medicine



THE AMAZING PLANT

DIRECTIONS: Draw and color your favorite plant or tree.
Write a list of ways you can use your favorite plant or tree.

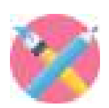
USES:





PLANT NEEDS

DIRECTIONS: Color in each of the plant's needs.



DOT-TO-DOT

DIRECTIONS: Connect the dots to
find out what is in the picture. Then color in the picture.

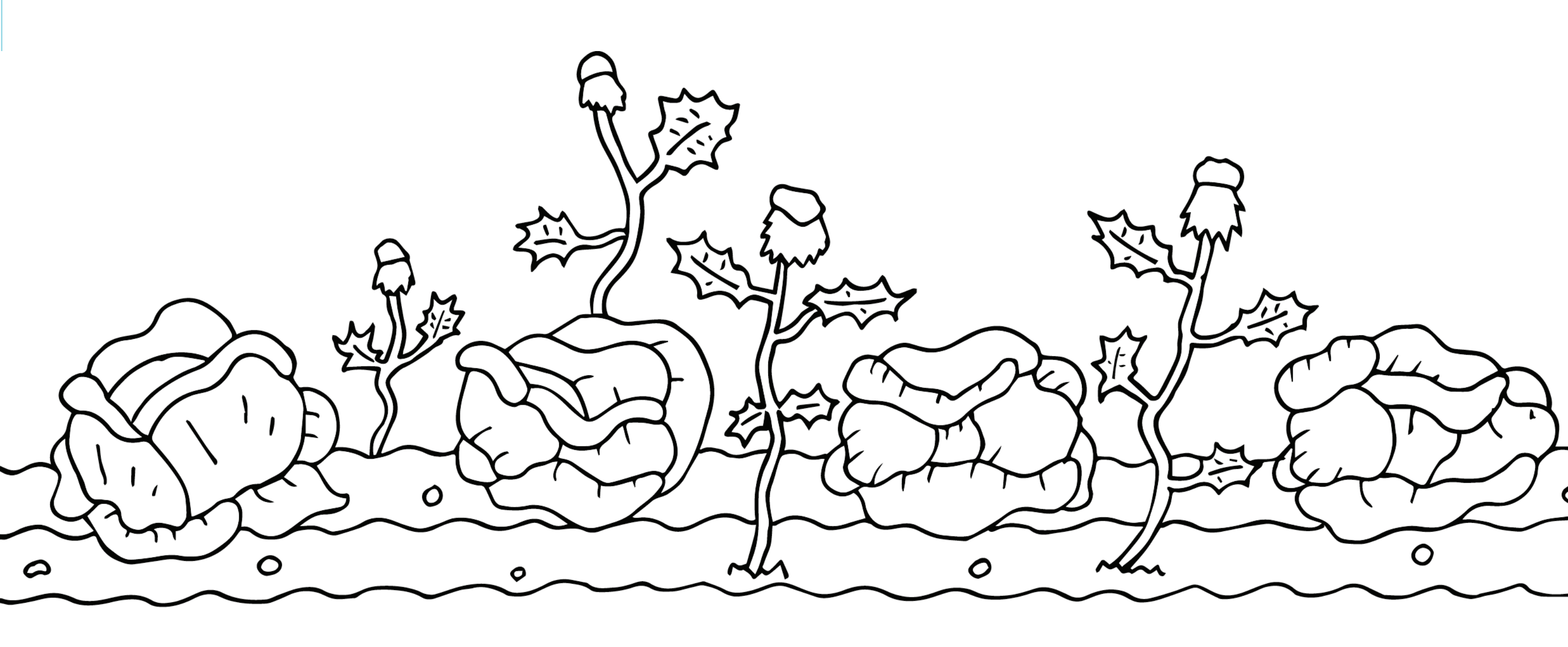




WEEDS

DIRECTIONS: In this garden, weeds are competing with lettuce to get closer to the sunlight.

Color all of the heads of lettuce green.
Color all of the weeds brown.







CLASSROOM NEWSLETTER

DIRECTIONS: Fill in the blanks with your assignment.
Draw a plant picture for the classroom newsletter.

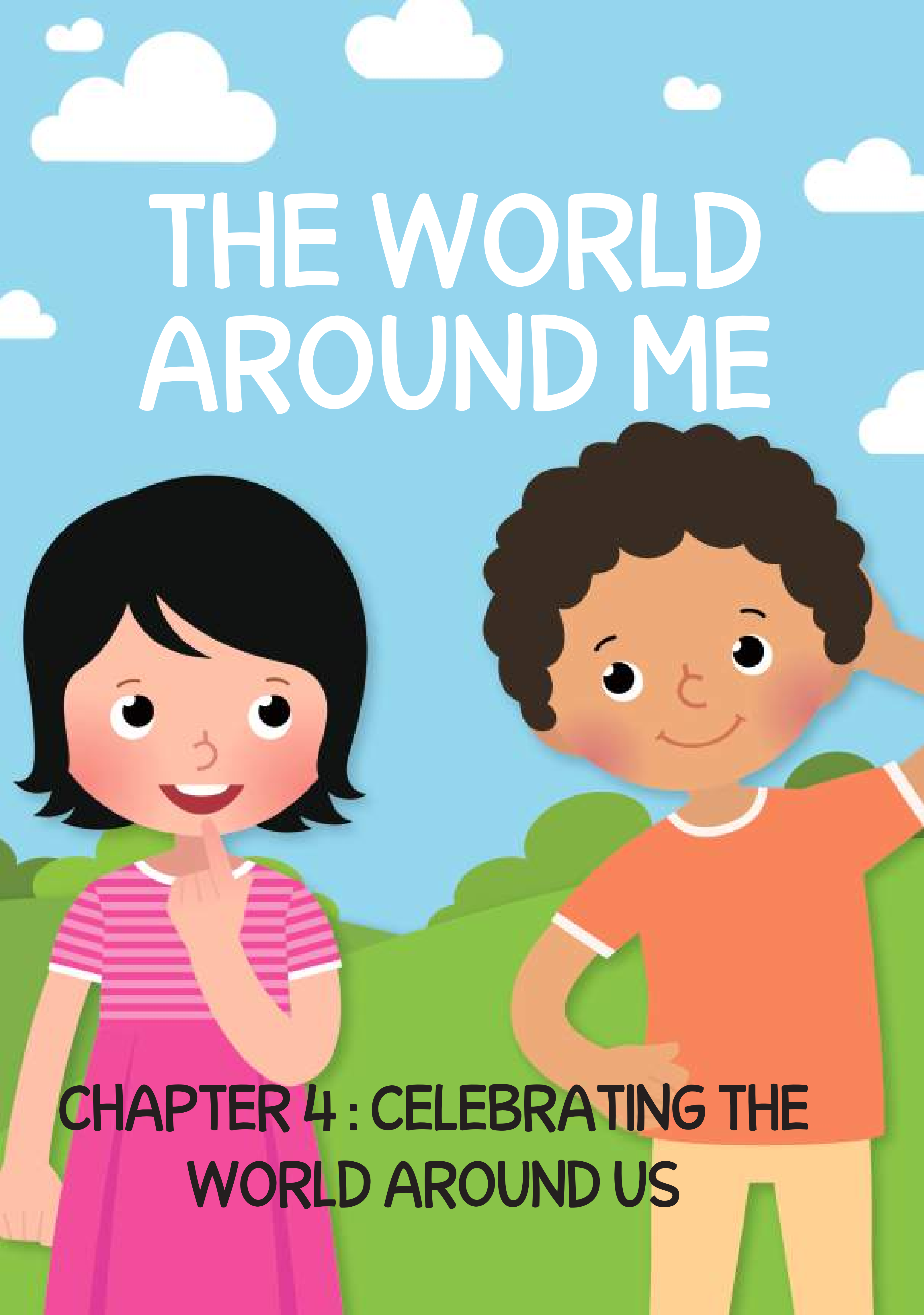
Fill in the blanks.

1. I am a number ________________

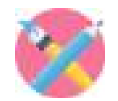
2. I will draw a picture of a ________________

3. Draw a picture of your plant topic for the classroom newsletter.
Use detail and color.

4. Cut on the dotted lines to remove your picture from your book.


THE WORLD AROUND ME
CHAPTER 4 : CELEBRATING THE WORLD AROUND US



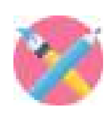


EGYPTIAN FEASTS

DIRECTIONS: Read the story to discover what happens during different feasts. Draw a picture to show what happens during each feast. Label the pictures.

NEW YEAR'S EVE: It is New Year's Eve. Families celebrate together. Fireworks go off in the sky. Children get new and colorful clothes. Girls and boys get sweets and toys.

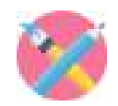
EID AL-FITR: It is Eid al-Fitr. Families celebrate together and visit relatives. They pray together. They eat ka'ak. Children get new clothes. Children get Eid-ey-yah.



EID AL-ADHA: It is Eid al-Adha. Families celebrate together. They pray together and witness the sacrifice of the sheep. They eat Fattah and visit their families. Children get new clothes. Children get Eid-ey-yah.

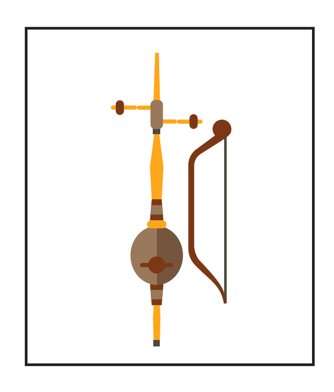
CHRISTMAS: It is Christmas (Eid Almilad), which is celebrated on January 7. Families celebrate together. They eat lots of meat. Eid Milad Majid!





EGYPTIAN TRADITIONS

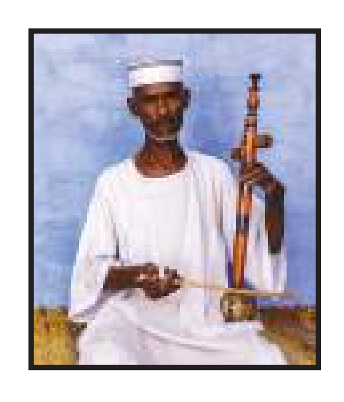
DIRECTIONS: Read the information to discover some Egyptian traditions.



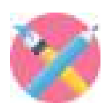
SONGS: One traditional song is about the life of Beni Helal. The singer plays the Rababa.



FOOD: Koshari is a traditional Egyptian dish. It is made with rice, lentils, and tomato sauce. Another traditional dish is Ful medames. It is made with soft beans.



CLOTHING: Traditional costumes depend on where people live. Many years ago, women in Alexandria and other regions used to wear melaya laf. Men used to wear galabiyas, trousers, and koftans.



WHAT DID WE LEARN?

DIRECTIONS: Complete the sentences about Egyptian traditions using your five senses.

I can hear ______________________________

____

I can smell and taste ______________________________

____

I can see and feel ______________________________

____





EGYPTIAN MONUMENTS

DIRECTIONS: Read about these Egyptian monuments.



The **Temple of Hatshepsut** is located on the west bank of the Nile River. The temple is built into a cliff. It was built to honor Queen Hatshepsut. It is also in honor of Amun.



The **Luxor Temple** is located on the east bank of the Nile River. The temple was dedicated to bury three Egyptian kings.



The **Sphinx** is located in Giza on the west bank of the Nile River. It is the largest statue in the world. It has the head of a human and the body of a lion.



The **Pyramids of Giza** are located in Giza. They are the most famous Egyptian monument. There are three pyramids and Great Pyramid of Khafu is the largest and tallest pyramid in Egypt.



TRAVELING TO EGYPTIAN MONUMENTS

DIRECTIONS: Look at the map below. Draw a large "X" where you are located.

ALEXANDRIA

Pyramids of Giza

GIZA

CAIRO

The Sphinx

RIVER NILE

Temple of Hatshepsut

LUXOR

Luxor Temple

ASWAN

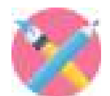
North

West

East

South





TRAVELING TO EGYPTIAN MONUMENTS

DIRECTIONS: Complete the sentences below with a direction and a type of transportation.

The **Temple of Hatshepsut** is _______ of me.

To get there, I would travel by _______.

The **Luxor Temple** is _______ of me.

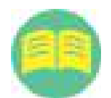
To get there, I would travel by _______.

The **Sphinx** is _______ of me.

To get there, I would travel by _______.

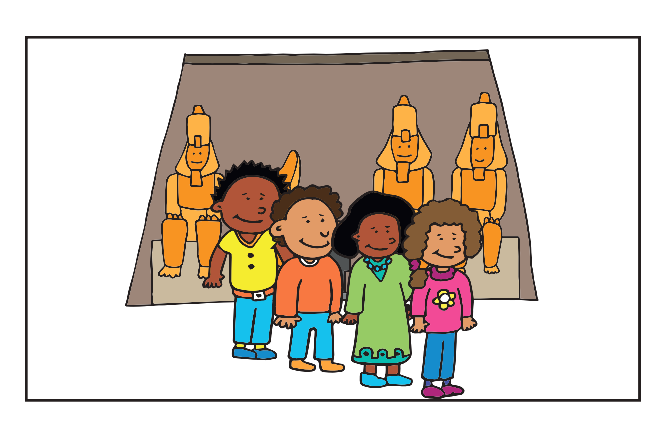
The **Pyramids of Giza** is _______ of me.

To get there, I would travel by _______.

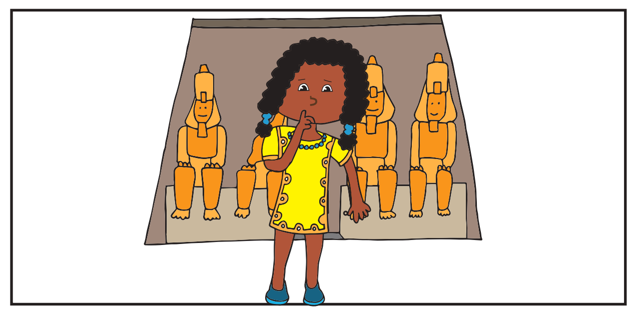


RESPECTING EGYPTIAN MONUMENTS

DIRECTIONS: Read the list of appropriate behaviors for visiting monuments or historical sites.



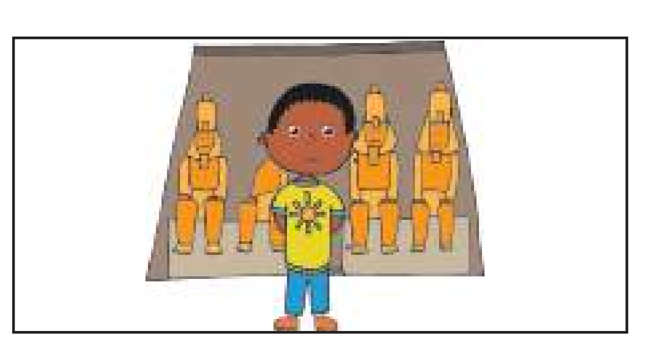
STAND IN LINE TO WAIT YOUR TURN



BE SILENT OR SPEAK QUIETLY

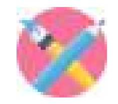


KEEP CLEAN



DO NOT TOUCH ANYTHING UNLESS INVITED TO DO SO

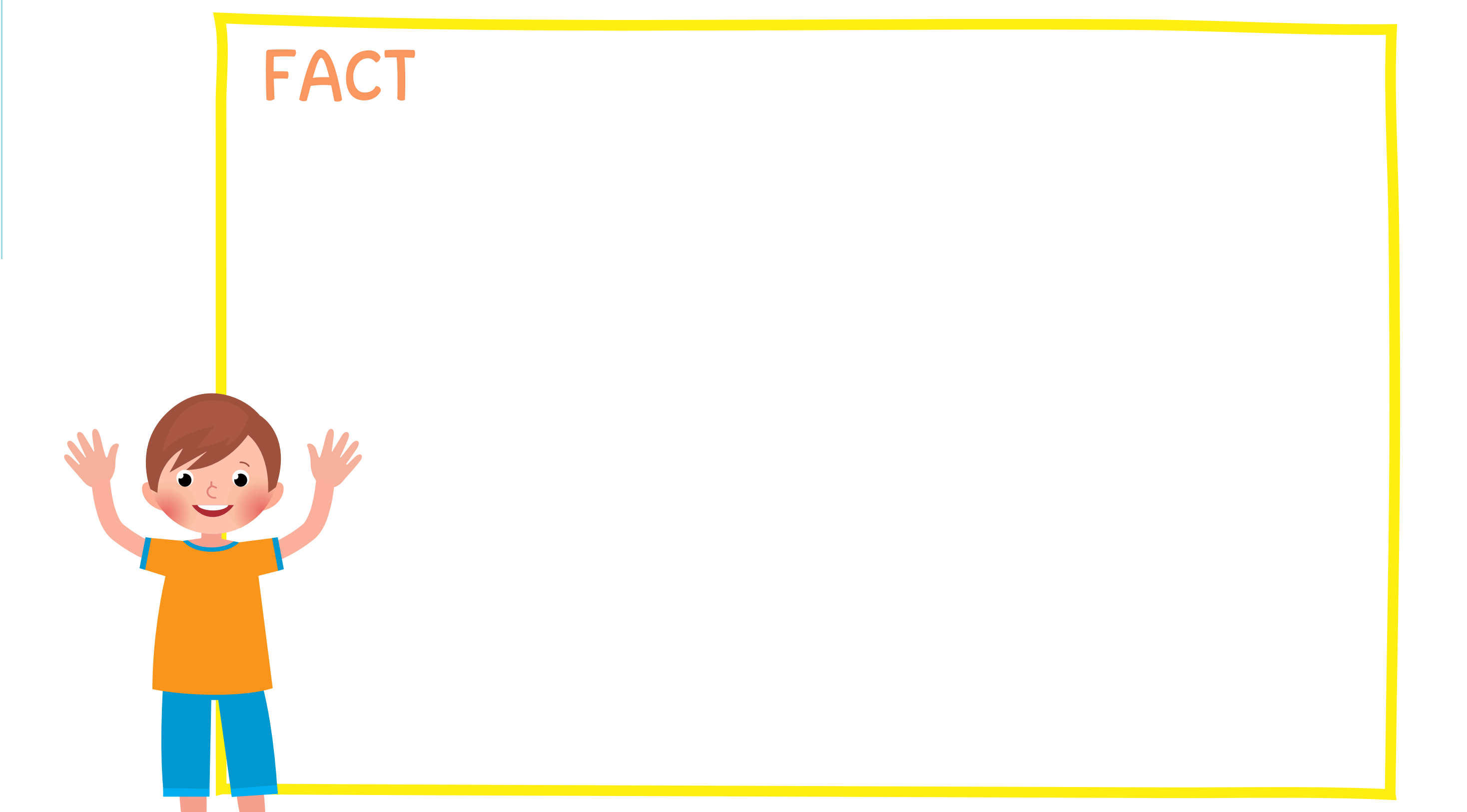


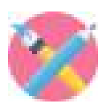


MY BOOK LIST

DIRECTIONS: Write the titles of the five books you find below. Circle the book that you chose to sit down and read. Write or draw one fact you learned while you were reading.

BOOKS



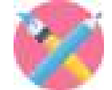


MY FAVORITE MONUMENT

DIRECTIONS: Draw and label your favorite monument. Complete the sentence below your picture.

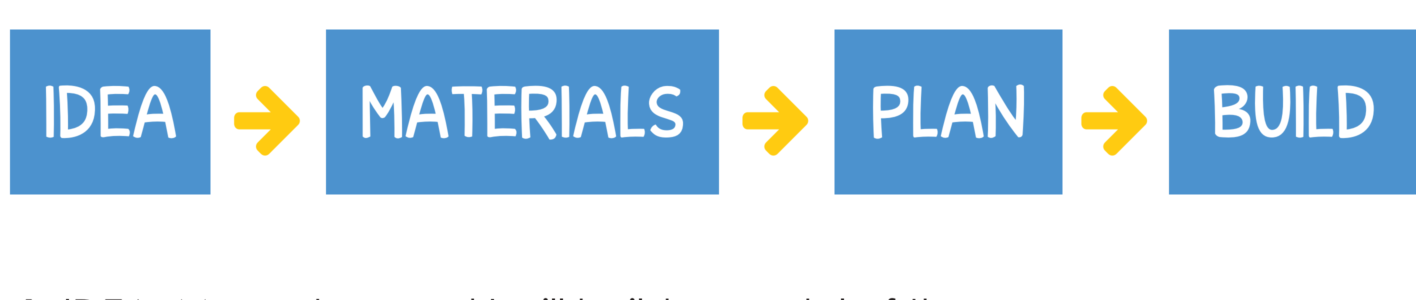
This is my favorite monument because





HISTORICAL MONUMENT MODEL

DIRECTIONS: Complete the design process one step at a time to plan and build your monument model.



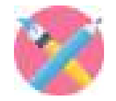
1. IDEA: My partner and I will build a model of the

2. MATERIALS: List the materials you can use to build your model:

3. PLAN: Draw your monument using shapes.

Label the drawing with the materials you will use for each part.





MUSEUM GALLERY WALK

DIRECTIONS: Walk around your classroom and view each group's historical monument model. After viewing all models, select three models and complete the following:

MODEL 1

This is a model of the ______________________

Here is a picture of the monument model:

MODEL 2

This is a model of the ______________________________

I liked this model because ______________________________

____

MODEL 3

This is a model of the ______________________________

It was similar to my model because ______________________________

____

____